

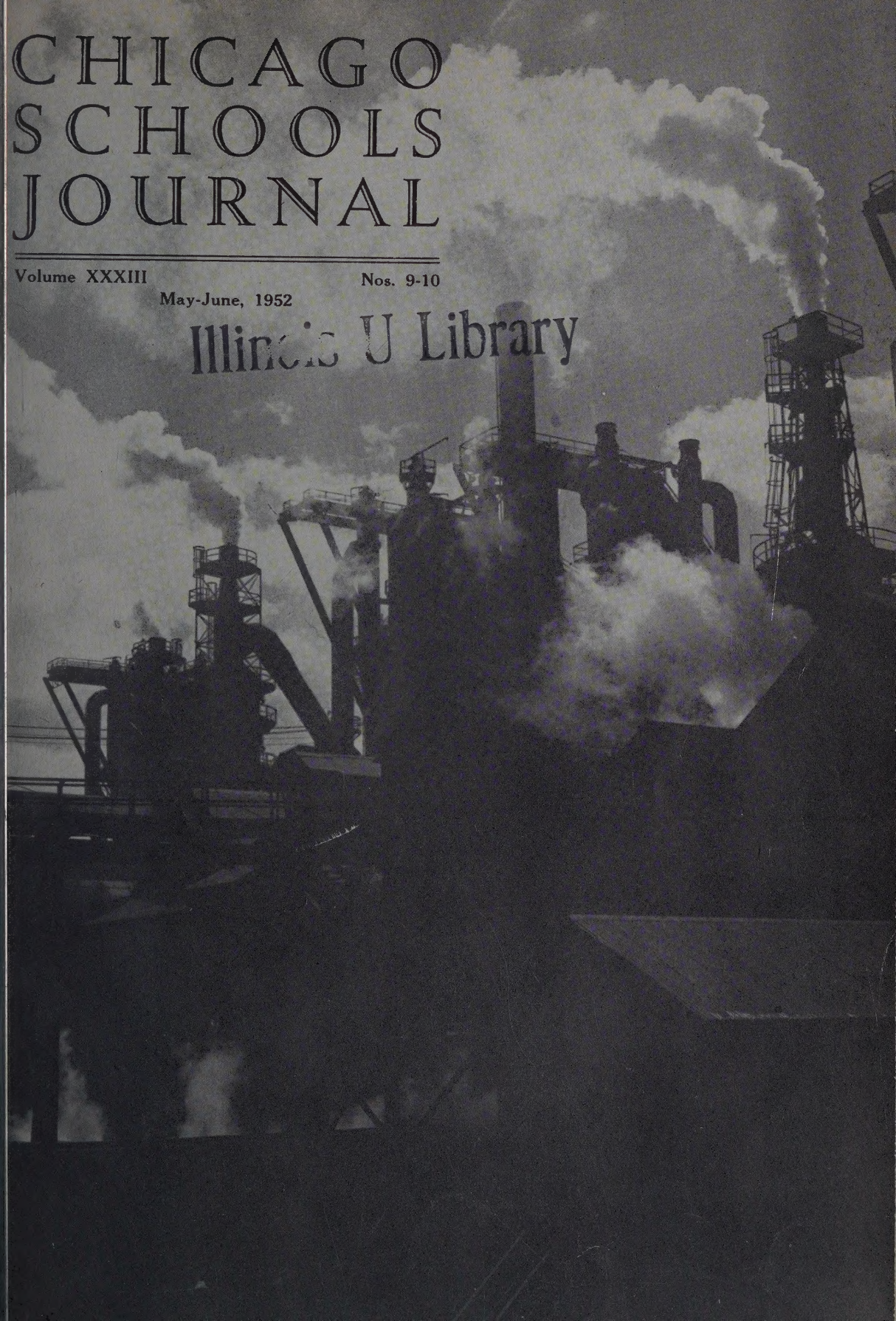
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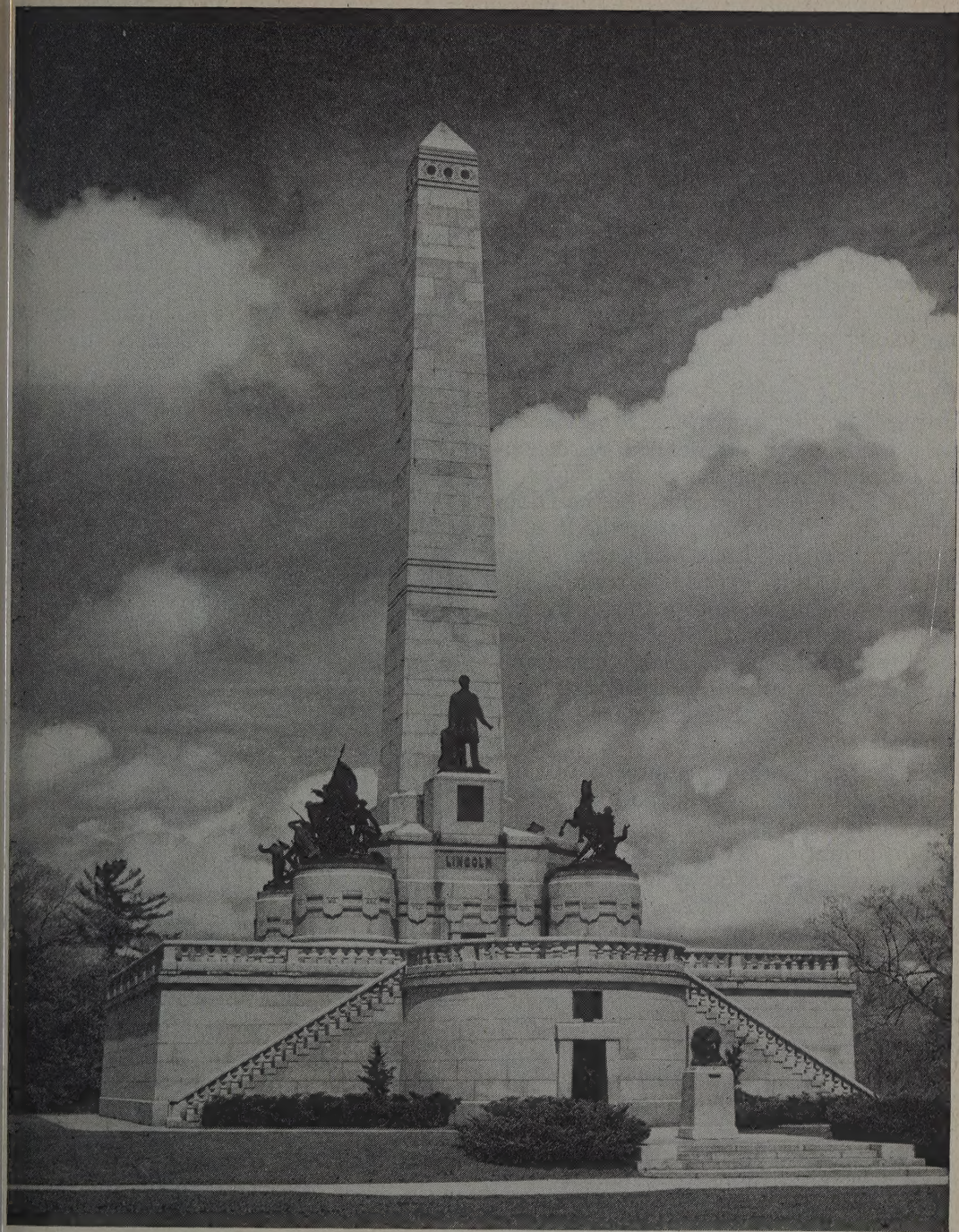
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Photograph by Herbert Georg Studio

Tomb of Lincoln at Springfield, Illinois

A BRIEF HISTORY OF ILLINOIS

WILLIAM I. FLANAGAN¹

THE clearly-known history of Illinois had its beginning in the river voyages of French explorers. Men lived, fought, and died in the Illinois country long before the coming of the French, but obscurity veils the story of the makers of the great earthen mounds that still remain in Illinois and the annals of the warlike Indian tribes that succeeded the mound builders.

In 1673 Louis Jolliet and Father Jacques Marquette, with five companions, crossed the region now called Wisconsin and floated down the Mississippi River to a point far below the mouth of the Ohio. Turning back, they voyaged up the Illinois River and reached Lake Michigan. Their journals of this expedition noted the richness of Illinois soil as shown by the luxuriant vegetation. Jolliet even saw the possibility of uniting Lake Michigan and the DesPlaines and Illinois Rivers by a canal, a prevision that came true generations later.

Six years after this opening exploration, Robert Sieur de la Salle and Henri de Tonti, with companions, set out for the Illinois country. Their purpose was to hold the region and its rich fur trade for the French as against the British. They built Fort Crevecoeur, a little below where Peoria now stands, and a fort on the cliff later famous as Starved Rock, both on the Illinois River.

Hardy pioneers followed these explorers. In the early 1700's, the French villages of Kaskaskia and Prairie du Rocher were founded. Fort Chartres was built in 1720 as a protection against the British. In their most flourishing days these villages probably had no more than two thousand inhabitants. But the settlements were commercially important. Grain grown in the fertile river bottoms was shipped to other posts and as far south as New

Orleans and the fur trade flourished for many years.

Military events and the fortunes of wars far from the Illinois country decided the fate of this brave French venture in the Western empire. After Wolfe defeated Montcalm on the Plains of Abraham before Quebec, the resulting treaty of peace, in 1763, gave the British title to all



Reconstructed Cabin at New Salem State Park

the French possessions in the Mississippi Valley except New Orleans. For fifteen years the British flag flew over the Illinois country. It was not easy to administer a region so remote from the seat of English power; one commandant after another had charge of the forts which the French had erected. Many of the wealthier French moved across the Mississippi to the new towns of St. Louis and Ste. Genevieve.

In 1778, three years after the thirteen seaboard colonies revolted against Mother England, General George Rogers Clark led a little band of frontiersmen up to the French villages and British forts in Illinois and Indiana and took possession of them in the name of Virginia, his native colony. The success of the Revolutionary War brought the Illinois country under the United States flag. That tenuous political

¹Superintendent of the Division of Department Reports of the State of Illinois

ie was made more binding by the enactment of the Ordinance of 1787, which provided that the region north of the Ohio River and east of the Mississippi should be divided into states and so ultimately admitted into the Union. The western part of this region was at first set apart as Indiana Territory, with its capital at Vincennes and General William Henry Harrison as governor. Illinois was separated from Indiana in 1809. Kaskaskia was the first capital of Illinois and Ninian Edwards the first territorial governor.

The War of 1812 was made memorable in Illinois by the Fort Dearborn massacre at the frontier village of Chicago, on August 15, 1812.

New settlers were few in Illinois before the War of 1812, but after the war they came in great numbers. The popular early route was by flatboat down the Ohio to Shawneetown.

ILLINOIS BECOMES A STATE

On December 3, 1818, Illinois was admitted to the Union. Shadrach Bond was the first governor; the new state made the twenty-first star on the nation's flag, and had an estimated population of 35,000. The census of 1820 listed some 55,000 inhabitants.

The Indians reluctantly gave way before this swelling current of immigration. Chief Black Hawk and his warriors tried to drive the settlers back in 1832. After winning one engagement they retreated into the Wisconsin wilderness where Black Hawk was captured. Among the frontiersmen who marched against Black Hawk was a tall young captain of militia named Abraham Lincoln.

The removal of the Indian menace opened the way to the fuller settlement of Illinois. Immigrants from Ohio, Pennsylvania, New York, New England, and from various countries of Europe came to establish homes in a new land of promise.

In 1848 the Illinois and Michigan canal was completed, linking Lake Michigan and the Illinois River. Chicago now grew by leaps and bounds; towns all along the canal flourished.



Photograph by Herbert Georg Studio

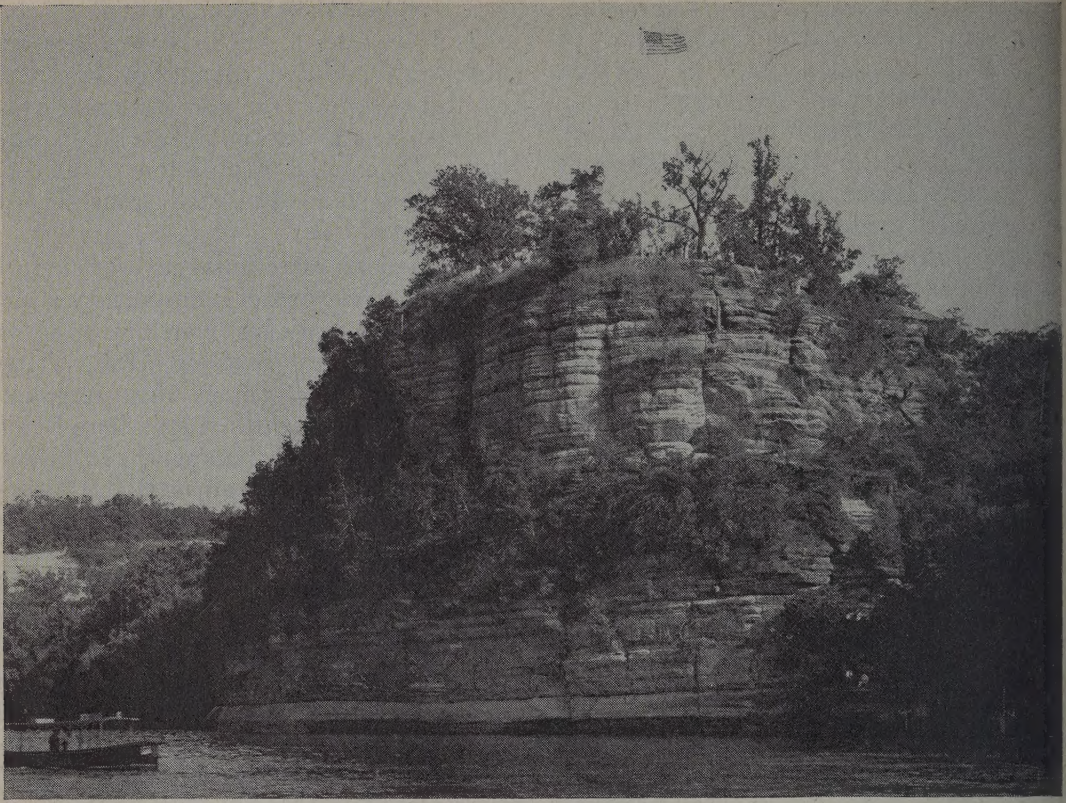
Early Home of General U. S. Grant at Galena

Meantime Nathaniel Pope, representing Illinois at Washington as territorial delegate, succeeded in having the territory's boundary on the north moved up so as to include the lead mines at Galena and to give Illinois a frontage of some sixty miles on Lake Michigan.



Photograph by Herbert Georg Studio

Lincoln's Home at Springfield



Starved Rock

Photograph by Herbert Georg Studio

In 1850 the United States government granted 2,500,000 acres of Illinois land to aid the construction of the Illinois Central Railroad running north and south through the state.

The decade from 1850 to 1860 was a time of tremendous expansion in Illinois. The population doubled; more railroads were built; new towns sprang up; the rich prairies of central and northern Illinois, for years by-passed by settlers who preferred timbered lands, were dotted with farmhouses and plowed fields.

Among those thronging to Illinois was a large group of people known as Mormons, or Latter Day Saints. Unpopular because of their religious beliefs and practices, they had been driven from New York, Ohio, and Missouri. Settling on the Illinois bank of the Mississippi River, they established a colony and built a town, Nauvoo;

in 1838 it was larger than Alton or Chicago, then the second and third cities of the state. In a few years the Mormons became so disliked and feared that the General Assembly rescinded their charter and the people of western Illinois were up in arms against them. The Mormons, thus forced out of the state, migrated to Utah in 1846.

The Mormon trouble quickly passed but a matter of greater moment, far harder to resolve, was looming before the nation. The people of Illinois were becoming increasingly aware of the rising storm that centered around the slavery issue. The soil of Illinois was free, but the conflict over slavery had some of its most dramatic expressions within the borders of our state.

In 1858 Stephen A. Douglas, Democratic candidate for United States Senator, and Abraham Lincoln, Republican

candidate, debated the issues of slavery in a series of seven historic encounters in Illinois. Douglas won the senatorial election; Lincoln achieved national recognition that helped to open his way to the White House two years later.

The Civil War years have been termed the heroic period in the history of Illinois. From Illinois came Abraham Lincoln, the great war president and emancipator; U. S. Grant, famed military leader; a notable group of other high-ranking officers; and a host of enlisted men.

ECONOMIC AND SOCIAL GROWTH

After the coming of peace in 1865 the social and economic growth of the Midwest went on for decade after decade with increasing momentum. It was logical, even inevitable, that Illinois should participate fully in this historic development.

Some of the natural advantages of the Illinois country had been noted by the keen eyes of the early French explorers. Other advantages and resources were discovered in later years. Altogether, they are impressive, and go far to account for both the state's present commanding position in trade, industry, commerce, and agriculture and for her inspiring future prospects.

The soil of Illinois is noted for its fertility. The climate is favorable for agriculture. The rainfall is well-distributed through the growing season. Illinois has never known a total crop failure. In 1951 Illinois was the first state in the production of corn and soybeans. The corn crop was 492,000,000 bushels; soybeans, 446,600,000; oats, 134,000,000 bushels. The total value of Illinois field crops for the year was \$1,400,000,000.

Illinois has bituminous coal reserves estimated at two hundred billion tons. This coal, plus abundant water, facilitates the large-scale production of electric power. The state's resources also include extensive oil and gas fields, and large de-

posits of limestone, structural sand and gravel, silica, fluorspar, and clay for ceramic products and brick-making.

Illinois is a large-scale producer of meat and dairy products, electrical equipment, books and printed matter, paints and varnishes, basic chemicals, soybean meal and oils, automotive parts, roofing, confectionery, household furniture and appliances, tools and dies, scientific instruments, and light and heavy machinery of many types.

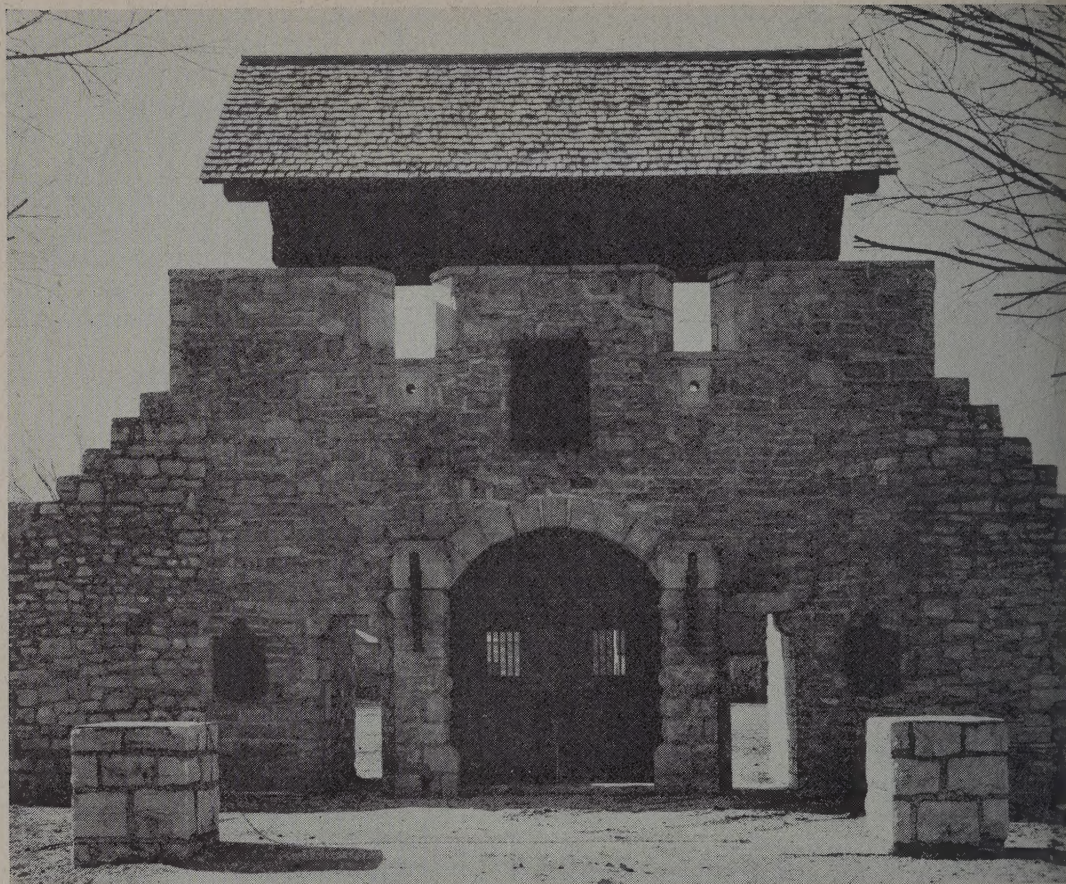
Chicago, chief city of Illinois, is the world's greatest railroad center. The Chicago area switching district has more miles of track than the entire main-line mileage of any one of the thirty-eight states. More water-borne tonnage enters the lake and river ports of Illinois annually than passes through the Panama Canal.

Illinois has more than 12,000 miles of hard-surfaced main highways. Ten of the world's great airlines have terminals in the state; there are 157 commercial airports.

The educational facilities of Illinois include six state-supported colleges and universities, numerous privately-operated institutions of higher learning, and a public school system which offers its facilities to every child.

The government of Illinois consists of an Executive Department, a Judicial Department, and a Legislative Department. The General Assembly is composed of 51 senators and 153 representatives. Adlai E. Stevenson, elected in 1948, is the present Governor of Illinois.

According to the United States census of 1950, Illinois has a population of 8,712,176, a gain of 814,935 since 1940. This gain, which occurred chiefly in the urban centers of the state, is almost twice as much as the total population increase reported for the decade in Minnesota, North Dakota, South Dakota, Kansas, Nebraska, Iowa, and Missouri.



Gateway to Fort Chartres at Fort Chartres State Park

SUMMARY

- 1673 Voyages of Louis Jolliet and Father Jacques Marquette.
- 1679 Robert Sieur de la Salle and Henri de Tonti built Fort Crevecoeur and fort at Starved Rock.
- 1703 Kaskaskia founded.
- 1720 Fort Chartres built as protection against British.
- 1763 Treaty of Peace between Wolf and Montcalm.
- 1778 General George Rogers Clark took possession of French villages and British forts in Illinois and Indiana in name of Virginia, his native colony.
- 1787 Ordinance of 1787 providing that region north of the Ohio River and east of Mississippi be divided into states.
- 1809 Indiana and Illinois separated. Kaskaskia made capital of Illinois and Ninian Edwards, governor.
- 1812 Fort Dearborn massacre on August 15.
- 1818 Illinois admitted to the Union on December 3 with Shadrach Bond as first governor.
- 1832 Chief Black Hawk tried to drive settlers back.
- 1848 Illinois and Michigan Canal completed.
- 1850 United States government granted 2,500,000 acres of Illinois land to aid the construction of the Illinois Central Railroad.
- 1858 Debates of Stephen A. Douglas and Abraham Lincoln.

ENRICHING LIBRARY EXPERIENCES

For The Accelerated Reader

SARA INNIS FENWICK¹

THE LABORATORY SCHOOL OF THE UNIVERSITY OF CHICAGO

IT has been frequently stated in recent educational writings that the pupils of superior ability, the gifted children, are given too little thought and attention in the planning of the school program. An appraisal of current library service in the elementary school may suggest some possibilities for program enrichment.

It is quite likely that the accelerated readers are neglected in the library to the same extent as in the classroom and for the same obvious reason—they usually seem to be able to take care of themselves. Too often it happens that some time may elapse before it is realized that the readers who are “taking care of themselves” are in reality wasting time, becoming bored with books, and deteriorating in reading interest. Because an effective library program is concerned with the progress of each individual reader, at whatever his level of achievement, the library is the ideal laboratory to provide greater individualization for reading development. It is important, then, to insure the best contribution of the library to the total educational program by the provision of time and opportunity for the librarian to give individual guidance to each child.

Primarily, the problem of working with the accelerated reader is that of stimulating and broadening his interests through a variety of materials of learning. The majority of successful programs for working with gifted children are built on the principle of enrichment of the classroom program by the provision of more diversified materials and richer experiences.

PROVIDING MATERIALS OF LEARNING

To implement such an enriched curriculum the librarian's first job is to look critically at her book collection. A collec-

tion which satisfies minimum standards is not sufficient; more subjects than such a basic list usually represents and more titles on each subject are needed. *A Basic Book Collection for Elementary Grades*² is an indispensable tool to all librarians working with children, but it is only a beginning for a book collection which will provide the variety of materials needed to work with accelerated readers. Book budgets should be kept at a point well above the minimum standards until a collection of depth and variety is acquired. Again, it can be emphasized that the accelerated reader will in the majority of cases be reading without any special stimulus if there are enough books and a range of subjects wide enough to include his rapidly developing curiosities. Inquiring minds must be given wide fields for exploration in books when there is the readiness to learn at a higher level.

It is almost impossible to suggest a subject which will not be represented in a record of requests by accelerated readers. The interests of young people today range to the limits of man's knowledge, and the thirst with which these readers turn to books for answers to their questions and guidance for their problems is a great stimulus to the librarian to constantly seek for new additions to the book collections. These new additions will not always fall within the scope of the usual graded lists for elementary classes. They will be chosen from the best materials to meet the need. In many subject fields this will mean going to the adult collections for suggested titles when there are not adequate materials written at a juvenile level. Needs for such books will be

¹Librarian of the Elementary Library

²Chicago: American Library Association, 1951.

especially felt in such fields as social studies, science, and biography. Such titles as *Heads and Tales*³, *Kon-tiki*⁴, *The Sea Around Us*⁵, and *Men of Power*⁶, are examples of books which have been very useful for the kindergarten through sixth grade but which would not be likely to appear on recommended purchase lists for these grade levels.

It is also important that the school librarian keep in close touch with other library agencies in her community, in order to make their resources easily accessible to the students of her school. An easy interchange of materials between the elementary library and the high school library in the same building or neighborhood is essential to effective service for the whole school community.

In the area of reference books and materials there is an opportunity to make special provision for the needs of the accelerated readers. Wherever possible, a minimum of regulations against the borrowing of reference materials to take to classroom or home will stimulate readers to extend their search for information. Frequently, the best solution to the problem presented by the need to have a book always available in the library is to purchase duplicate copies. A rewarding small expenditure can be made in the purchase of multiple copies of the *World Almanac*, in order that they be available for group use and for borrowing by individuals. Atlases should be purchased in duplicate also so that they, too, may be borrowed. It is an advantage to keep at least one old, but not too out-of-date, set of an encyclopedia when a new edition is bought, in order to have volumes which may be borrowed.

Both terrestrial and celestial globes are desirable; the celestial globe should be simple, clearly marked, of the cradle type, and without the mythological picturizations of the planets.

A large magazine list is another means of enriching the library materials for all

readers and is of particular value in stimulating and encouraging budding interest of accelerated readers. Not only *Popular Science* and *Popular Mechanics*, but *Trains*, *Travel*, *Model Railroader*, *Flying Nature*, *Junior Natural History*, *Monthly Sky Map*, and *Scott's Stamps* are very useful. *Collins Magazine* and *World Youth* have value for extending an acquaintance with other parts of the world.

One of the first ways to insure accessibility of the library resources for all boys and girls is to extend the hours of opening to include before and after school hours, and noon hour service. These times provide opportunities for the accelerated reader to pursue his individual interest and to do the browsing that helps to enrich his reading experience. A most important aspect of accessibility is the maintenance of an "open-door" policy by which a student may come to the library at any time, with his classroom teacher's permission, to secure needed information or to get a book to read in his room. Such an arrangement is one of the first ways to provide for the accelerated reader to push ahead at his own rate. Successful administration of such a program of library service, when the library also has regularly scheduled classes using the library, is not easily achieved. It involves the development in the students of attitudes of respect for other's rights and willingness to share the time, facilities, and services. The library is one of the best laboratories in the school in which to work toward these goals of good character development and afford an excellent opportunity to develop an understanding of the function of the library. Well-planned school libraries have good floor coverings to lessen the noise of traffic, sound-proof ceilings and walls, and glass-enclosed conference rooms. Such

³By Malvina Hoffman. New York: Charles Scribner's Sons, 1936.

⁴By Thor Heyerdahl. Chicago: Rand McNally and Company, 1950.

⁵By Rachel Carson. New York: Oxford University Press, 1951.

⁶By Albert H. Z. Carr. New York: Viking Press 1940.

sound-control measures make it possible for teachers and students to come and go in the library while a class is scheduled there. Even without these ideal facilities, however, it is important to build attitudes and habits which make such a library situation possible. In a library which has none of these recommended sound control measures it is a common sight to see two tables of primary readers in one corner of the room, several sixth graders using encyclopedias in another corner, a group of kindergarten "visitors" on the rug with picture books, and several fourth graders coming in to choose books for leisure-time reading.

PLANNING FOR PRIMARY GROUPS

The planning of the library program by the teachers and the librarian for the primary groups at the Laboratory School was strongly influenced by the desire to give the accelerated readers maximum opportunity for rich reading experiences. As soon as beginning readers can read independently at a primer level, whether they be first or second grade pupils, they come to the library for a half-hour reading period on four days a week. They learn to select books, to read independently in a free-reading situation, and to browse in a collection wide in interest possibilities. Records of books read are kept on book marks and as much individual help as possible is given by the librarians. As the accelerated readers outgrow the easy books on the shelves there is the whole storehouse of the library to draw upon. A visitor walking around one table of second-grade readers will find a variety that reaches from *Come to the Farm* to *Davy Crockett*. A further use of the library facilities is made by primary group teachers who send readers advanced beyond the materials used in the highest reading instruction group to read in the library on some days during the reading class period. Here they can read whatever they choose and their interests reach out in all directions.

Every opportunity to introduce a wide variety of books to the children, either individually or in groups, can lead to the enrichment of school experiences. Book talks to classes in which books included are on a wide range of reading levels and include a variety of interests represent one method. Story hours, with stories told by the librarian or teacher, serve as a medium of communication for the riches of our folk literature and as guideposts to lead readers to a broader acquaintance with the heritage of the best in literature. During the past year at the Laboratory School, story hour periods for the fifth grade groups have included selections from *The Odyssey for Boys and Girls*, Kipling, and American "tall tales." Fourth grade classes heard tales from Greek and Norse mythology, stories of humor from *Merry Men of Gotham*, Munchausen, Tyll Ulenspiegel cycle, and others of similar origin. In the third grade story hour the children had a "trip around the world" in folk tales which included more complex ones than the simple ones used for the weekly primary group story hour.

As the librarian turns to the book shelves to recommend books to the accelerated readers she realizes that unusual demands are made upon her knowledge of literature for children. She must know as many books as possible, not merely by name and subject but intimately as to content, for she is called upon to answer unusual questions and to minister to out-of-the-ordinary needs. Reading guidance with these children is a challenge.

Accelerated readers are ready to learn how to use books and the library tools to locate information very early in their school careers. Second grade children, browsing over the atlas, can be taught simple uses. A group of seven-year-old children who became interested in the stars on the celestial globe learned to find pictures of the constellations and material about them in the encyclopedia.

A committee of advanced readers working on a social studies unit on transpor-

tation in the third grade learned to use the card catalog to find books about trains. Teacher-librarian consultation resulted in the preparation of a small sample catalog to be examined in the classroom. A discussion in the library with the librarian answering the children's questions and giving a simple explanation of the library arrangement was the only group instruction. The children then went to the card catalog to make a list of books under the heading "Railroads." When the lists were made the children took them to the shelves to find the books, examine them, and choose those they could use.

Introduction of library skills at this age can be done only with a great deal of individual help for each child. These children must be able to come often to the library in order to have practice in finding books. Questions must be answered when they arise; accessibility of the library is essential. Time spent showing a third grade child how to use the unabridged dictionary was rewarded in seeing him hurry into the library room with a classmate, pull up a chair to the dictionary stand, climb up to the dictionary, locate the word they wanted, copy a definition with great care, descend and return to the classroom, all without addressing a word to the librarian.

Accelerated readers profit from being able to borrow books to take home. Beginning in the kindergarten they should have a chance to handle and select books to take home.

CONFERENCES HELPFUL

Frequent conferences with teachers and consultation with parents will give the librarian understandings necessary to more effective reading guidance. Individual reading lists for vacation and for home library purchase are a means by which the library can help the parents meet the child's needs.

Often guidance through the parents consists in an effort to check their well-

intentioned but over-zealous stimulation. This is particularly true for those children who are advanced in reading skills and interests. Parents and grandparents sometime deluge a child with all the books they remember reading with enjoyment. It is especially unfortunate to force children to stretch to a precocious maturity in reading merely because their skills are unusually advanced. There is a vast quantity of good, suitable literature written for children and they do not need to read *Moby Dick* simply because they can.

The librarian has the responsibility for helping to prevent some of the social maladjustments that may result if the accelerated reader spends time in reading to the exclusion of the other normal affairs of childhood. She is one of the first members of the school staff to be aware of the child who tends to retire into the world of books as an escape from the association with his peer group. Reporting to classroom teachers concerning these children is part of the close liaison which she maintains with the staff.

In looking at the library's program in terms of its service to accelerated readers, it is important that the emphasis be on having as many books as possible of the best quality and on employing every technique possible to bring book and reader together. Because these readers can and will read anything available, the development of their taste for good books depends on the accessibility of good reading materials. A detour now and then into the realm of the "series" story or the comic book will not be serious if a quantity of good books is made easily accessible.

Working with accelerated readers is ever a challenge to the librarian to play an effective part in the enrichment of the curriculum by providing more variety in materials and a greater richness of experience in reading, listening, speaking, and writing.

VITALIZING SCHOOL EXPERIENCES, II¹

For Ungraded Pupils

JACQUELYN WHITE BASKIN

TALCOTT SCHOOL

WRITING should be introduced in ungraded classes whenever there is a need; it comes incidentally during the course of the school routine. Letter writing is probably the commonest need for written language usage. Letters can be written to an ill member of the class or an ill teacher; to invite parents or friends to come to Open House, American Education Week, assembly programs, or P. T. A. meetings; to ask permission to go on a field trip; to say "Thank You" for some favor that has been granted the class; to ask for brochures, schedules, or literature concerning some particularly interesting place; to ask for an interview about job placement; to request posters, charts, or informational materials; to obtain information from an alderman regarding a particular civic interest; and to ask a minister to make an announcement on such matters as pertain directly to schools, such as Chicago's recent Bond Issue. Other opportunities for written work include a department newspaper, creative writings, social studies and science projects.

Spelling will come after the pupils have acquired a sight vocabulary. Spelling words should be given in small amounts. Only those words for which the children will have need should be introduced. These may be presented through approaches which include the visual, the kinesthetic, and the phonetic.

Advanced ungraded pupils will be able to differentiate between interrogative and declarative sentences, and be able to use the correct symbol for each. Capital letters, common punctuation marks, indentation, the proper form of a letter, and margins in composition writing may all be "mastered" for practical application.

They can further learn to complete application blanks, rent receipts, commercial money orders, bank deposit slips, and several other useful forms. Written language like other facets of the curriculum should be functional at all times.

ARITHMETIC

In teaching arithmetic to the mentally retarded a readiness program should be established just as it is in reading. During arithmetic readiness, as in reading, innumerable concepts must be developed. Here again concrete objects are used in developing a number sense. The teacher may well include among readiness information:

1. Learning informal number work in connection with classroom and general school routine: counting desks, pupils, books, vases, windows, bulletin boards; time: calendars and clocks; money for everyday use: lunch, carfare, school supplies, and admissions for school or public shows, and the fractional concept of $\frac{1}{2}$.
2. Matching like numbers and grouping concrete objects into pairs: toys, pencils, magazines, marbles, pens, pen holders, pen points, paint brushes, rulers, or compasses.
3. Learning to tell home and school addresses and telephone numbers.
4. Learning to give birth information.
5. Learning simple quantitative meanings regarding space: wide, long; shapes: round, square, triangular, oblong; size: large, small, big, little; quantity; time: hour, minute, second, days; groups; measures; and the cardinal and ordinal numbers.
6. Keeping musical count and folding art or arithmetic paper into various dimensions for usage.

After the readiness stage has been developed the teacher may begin with more abstract number work. Again, as in read-

¹Part I appeared in the March-April issue

ing, older retarded children are not concerned with counting symbols with the experience of the six- or seven-year-old, so the objects, pictures, and symbols which are commensurate to the social life of the child should be utilized. The same theory holds true with grouping.

When the problem solving level is reached, the sagacious teacher can make arithmetic functional. Numbers will be used chiefly in connection with shopping for food, clothes, fuel, furniture; useful measurements: quarts, gallons, weights, heights, pints, bushels, inches; and calendar purposes. Factual information concerning wage computation, budgets, time schedules, rents, income and occupational taxes, distances within the city, paying of bills, insurances, and any other numerical data pertinent to daily living should be introduced and utilized continuously.

Arithmetical projects and units are an excellent device for developing number comprehension; however, they should be meaningful and practical if they are to serve a purpose. An arithmetic-number center of interest within the room is invaluable.

As in reading, the teacher should recognize individual abilities and adjust the arithmetic program to those abilities.

SCIENCE

Pupils within the ungraded classroom should be exposed and awakened to the beauty and the wonders of our natural and physical environment. Some knowledge of elementary scientific principles is needed in order to provide for better personal comfort, community adjustment, and successful job performance. All of the broadening concepts of the world should be developed through first-hand experiences and observations. Scientific facts may be learned incidentally, usually in connection with a particular science lesson. An approach for utilization is this interrogation by the teacher, "What happens when?"

the weather is freezing
we have a rainy season
houses and buildings are not cared for
crumbs and food are left on tables
food is not covered or put in the icebox
electrical appliances are left on
outlets are exposed
vegetable gardens are not sprayed
trees are not pruned and sprayed
car brakes are not put on when car is not in motion
children constantly eat improper foods
wool articles are not put in moth balls in summer
milk is left in an overheated place
plants, flowers, and grass receive no water or sun
growing things receive no rain in spring
crops receive excessive rain or heavy frost in spring
dentists give no anaesthetic when pulling teeth
doctors give no anaesthetic when operating

Scientific explanations may then develop from these and other questions.

Performing simple experiments and writing them up give these children a competitive feeling with those in the regular science classes and are met with enthusiasm. Making visual aids, such as posters, movies, slides, are good science activities. Pupils can make an attractive room scrapbook in which they keep information on parts of a flower; parts of an animal; kinds of fish, flowers, plants, fruits, vegetables, and any other scientific data found in newspapers and periodicals. A science table on which are placed science objects and equipment, such as molds, dry cells, sprouted onions, plants, gold fish, turtles, shells, and magnets, is almost a necessity.

The science program within the ungraded classrooms should give children those experiences which will provide practical understanding of scientific facts and build whatever scientific attitudes possible.

SOCIAL STUDIES

It has been proved that the social studies curriculum provides the best opportunity for activities which develop social



Square Dancing Combines Pleasure and Learning

and democratic living and those facets which encompass the idea of good citizenship and the American way of life. The gifted, the slow learner, the orthopedically handicapped, the emotionally disturbed, and the socially adjusted child will all be future taxpayers and citizens. Therefore, all children should be exposed to as many of the concepts of Americanism as they are capable of assimilating.

In teaching social studies to slow learning pupils the teacher should:

1. Give the children experiences that will contribute to healthy personalities.
2. Make boys and girls aware of their individual worth as human beings and of their responsibilities to their community and city, now as children and later as adults.
3. Give the children proficiency in certain basic skills and expose them to factual

material about our various governments, rules, and laws which protect us all as American citizens.

4. Help pupils develop respectful attitudes towards law and order, family, school, community, country, self, and the meaning and implications of good citizenship.
5. Teach about and discuss simply the city government in which the children live, the federal government, and the necessity of active, intelligent participation on the part of each of us if our governments are to function effectively for the benefit of all.
6. Instill within children values to be gained from acceptable behavior and dress; routine in our daily lives; conformation to rules and regulations; and active participation within our community, home, and school.
7. Acquaint students with those rights and liberties we now have as a result of the sacrifices of pioneers and patriots of all races and religions.

8. Finally, prepare the children to recognize their own potentialities and limitations and give them realistic training for successful living within the community, the home, the job, and leisure moments.

There are many projects and activities which have proved successful in contributing to wholesome personality and good citizenship; one such is the "How Do You Look?" charts. On these charts questions, accompanied by illustrations, may be asked which encompass personality and citizenship.

There are innumerable ways to secure illustrative materials. The teacher may create her own or allow the children to do so. Magazine illustrations may be used as may posters and materials from the various publishing houses.

For illustrating the affirmative and negative ways of acceptable behavior, "Johnny Is" and "Bobby Isn't," or "Johnny Does" and "Bobby Doesn't" posters may be used. An example:

Johnny is a good listener	Bobby isn't
Johnny is conscientious	Bobby isn't
Johnny is obedient	Bobby isn't
Johnny does walk quietly through the building	Bobby doesn't
Johnny is fair-minded and a good sport	Bobby isn't
Johnny does use good manners	Bobby doesn't

Naturally, any names may be substituted for Johnny and Bobby. Sagacious teachers may often intelligently refer to these posters in cases of poor pupil behavior and ask, "Which are you" or "Which do you feel is the most acceptable way to behave and why?"

Daily discussion groups on personality and character attributes must be carried on if these are to be meaningful. Personality checklists, as well as well-planned seatwork, may be used for clarifying understandings. Periodic discussions of desirable traits among people with whom boys and girls are familiar is a medium through which one may work. Scrapbooks of newspaper or magazine clippings illus-

trating examples of good citizenship and bad citizenship may be kept. Children will enjoy contributing.

The teacher may utilize such activities as dramatization of undesirable and desirable qualities of people, good habit songs, and creative expression which may include an illustration of the pupil's version of citizenship or wholesome personality. Worthy contributions often result.

Through the interest of the Principal of our school, square dancing classes for advanced ungraded pupils were held last fall twice monthly. Besides providing opportunities for socialization, training in proper social behavior and attitudes, and emphasis upon acquisition of certain personality traits in which most adolescents are deficient, these classes also contributed towards the development of rhythm, timing, auditory acuity, and physical co-ordination.

One of the major contributions that social studies offers is the social development of children. Social studies is concerned with human beings—how their problems are solved, how the essential needs of their daily lives are provided for, how they live, and, most important, how they learn to live together. Social studies further offers the greatest opportunity for development of social skills and attitudes. Democracy can not be talked about. The best way to learn about citizenship, democracy, the meaning of the American way, and the skills necessary to these achievements as a way of living is by the actual practice of democratic living. Slow learning children, like normal children, should have the kind of school day which offers opportunities for growth through a wide range of developmental experiences, social, moral, intellectual, and vocational. Further, they should be given opportunities for a variety of experiences for developing individual and group responsibilities, sharing, giving service, and practicing self-discipline—all necessary for grasping the American way of life. Under the direction of one of our teachers a Teen

Age Club was formed within the Advanced Ungraded Boys Department as an outgrowth of a class activity. This club embraced innumerable ideologies of citizenship and its responsibilities within a democracy.

Pupil-teacher planning, as well as the utilization of pupil committees to plan and execute various activities, is an excellent way to promote democratic living within the classroom.

Suggested activities are:

1. A project to subsidize the room contribution toward an all-school project.
2. A special exhibit corner in the school for such occasions as Open House, a holiday, American Education Week, Fire Prevention Week, Be Kind to Animals Week, or Book Week.
3. A room science experiment or exhibit from students' contributions or a special showing of new library books.
4. A Class Day Program during graduation festivities.
5. Working with another group in a special effort to improve the school grounds.
6. Working with another department helping with costumes or scenery for an assembly.

Experience has proved that the mentally retarded too can be taught more successfully by experiencing, feeling, seeing, participating, and actually doing. Concepts are formed by what we as human beings experience in our daily living. As a result innumerable opportunities for learning through exploration, experimentation, and manipulation should be offered these children. Provision must be made for active participation in all groups which constitute their social environment. Experiencing is a social process. Through planned and controlled social experiences the slow learning child can learn about others as well as how to live with others. An understanding of social integration and group consciousness may be developed. Some aspects of group relation may be felt and the child may learn to recognize certain conditions which encourage independent action from a vocational as well as an educational standpoint. As

many provisions as possible must be made for active participation in all groups which constitute his social environment. In order to accomplish this end there is no better medium through which to work than well-planned field trips for which the child has been well motivated.

Field trips contribute toward widening children's horizons and clarifying their concepts of the world at work. Through the process of experiencing the children build concepts which bring meaning to reading as well as living. We are particularly fortunate in Chicago to have an abundance of resources:

Radio Stations WGN, WBBM, WMAQ, WENR as well as WENR-TV, WGN-TV, WNBQ, and WBKB

Tribune Square and Tower

Merchandise Mart

Chicago Stock Yards

Chicago Post Office

Municipal Airport

Board of Trade

LaSalle Street

Marshall Field and Company

Chicago Historical Society

Museum of Natural History

Art Institute

Chinatown

Mexican Settlement

The Settlement Houses

Museum of Science and Industry

The Aquarium

The Planetarium

The National Polish Museum

Metropolitan Life Insurance Company

Metropolitan Funeral System

Supreme Liberty Life Insurance Company

Parker House Sausage Company

Carnegie Steel Mill

Chicago Public Library

After each trip numerous follow-up activities to test understandings and determine needs for further clarification must be made. The processes of experiencing bring meaning to human relationships and provide some opportunity for developing social sensitivity and practicing social discipline.

Since the social environment of school children usually embraces not only school but also home and community, the teacher of the mentally retarded must provide for broadening children's experiences through participation in community life: visits to agencies serving the community; utilization of home and community services; and the widening use of home, school, and community resources. The slow learners, too, must realize social satisfaction and achievement.

Intelligent participation in community life may be developed among pupils by giving them opportunities to "subsidize" room collections to Red Cross, Community Chest, Children's Aid, Easter Seals, and other projects carried on throughout the city. They further may encourage those persons within a community who have no active contact with the school to participate in the various drives. Business houses may be encouraged to aid; and pupils may make window displays for the various merchants in order to make customers and those who pass by cognizant of a particular effort.

These children may aid in sponsoring fund-raising activities which may defray expenses toward some needed school equipment or a bond rally. With administrative permission, letters may be written to community leaders concerning some improvement which could ameliorate local conditions. A special service project for the aged or a physically incapacitated youngster with whom the children are in active contact may prove a meritorious contribution. The Advanced Ungraded Girls Department of the Talcott School has made life-sized bunnies from cotton and other toy animals of papier mâché, and annually makes beautifully illustrated picture-readers for a children's ward of Provident Hospital. One Christmas another room donated a tree filled with pupil-made decorations to the Mary Thompson Women and Children's Hospital. Another group filled a need for the

Junior Nursery of a Settlement House and completed a small project for an aged incapacitated couple. Children, like adults, serve best when they like to serve and give devotion when they possess the feeling of security and belonging.

In teaching factual materials concerning American history, rights, and liberties, and highlights from the lives of Great Americans, visual aids are again the best device.

Historical facts may also be learned through patriotic programs; dramatic play surrounding episodes from the lives of great American men, women, and children; and quantities of library resources such as biographies, poetry, music, costumes, dances, recreation, homes and furnishings from the various periods of American history. Optimum values may be gained from dramatizing. Dramatic activities and creative expression always provide for eagerness, enjoyment, spontaneity, and some thought element.

It is gratifying to know that appealing, beautifully illustrated, simply written yet informative books have been published concerning American heroes and their deeds, the Constitution, and, more recently, the United Nations. After reading to the children from these materials, follow-up activities may again include creative dramatics and creative arts. Especially is this met with enthusiasm when newsprint is used.

Book jackets provide stimulating, informative poster materials. An original couplet might describe each book. And holidays possess an invaluable medium through which to work since they make the children aware of our American heritage and the predecessors who are responsible for those comforts and conveniences which we now have as American citizens.

Vocational training could be included within the social studies curriculum. One approach to job placement is a discussion of occupations in which the parents or class members are engaged. Some teach

rs recreate this by illustrated experience harts. Another approach may be a discussion of the various types of work in which the people in the immediate school environment are engaged. Older children may become acquainted with neighborhood workers first, moving on into various types of work carried on throughout the city, and finally in other parts of the country.

Functional units may develop around work which these pupils are capable of doing; acceptable work habits and attitudes; job appearance; job requirements, such as ability to keep busy, punctuality, accuracy, ability to follow directions, and ability to take constructive criticism. Trips to business houses and industries where children may later become employed are invaluable experiences. Opportunities may be provided for workers to come to the school for visitation and conference. Filmstrips, moving pictures, pupil-illustrated lantern slides on jobs which interest them, commercial posters, materials from such companies as Science Research Associates of Chicago are only a few methods which provide job information which mentally retarded children can assimilate. Innumerable concepts of good citizenship may informally grow out of this facet of the curriculum.

CREATIVE EXPRESSION

Through the various media of creative expression slow learning pupils can be taught to participate in wholesome activities during leisure. Through instruction in arts, crafts, musical activities, and through teaching an appreciation for physical play and spectator sports, these pupils will become socialized and prepared to belong to such community centers as YMCA-YWCA, Lodge Halls, Church, Settlement Houses, and Park Recreation Centers.

Discretion should be used, however, on the part of the teacher in suggesting activities for the pupils. Pupils with poor co-ordination and physical development should not be placed in a position for ridicule; monotones should not be encouraged to try out for special musical performances; children who are deficient in art and craft abilities should never be penalized or embarrassed. On the other hand those who manifest special talent should be lauded and encouraged to progress. Learning to work with others may have to be included in the teacher's plan before creative work is introduced. Slow learning children possess defense reactions and other personality deviations which are a result perhaps of educational retardation, repeated failure, and ungratifying experiences.

Creative expression periods offer an opportunity to integrate, to some extent, children in special rooms with those in the regular grades. Optimum values are gained when retarded children spontaneously enter into wholesome activities. The teacher can often bring about proficiency in pupils' creative expressions and guide them into satisfying achievement with the hope that these proficiencies will transcend into adult ones that will make for a feeling of pride in accomplishment, group respect, and individual approbation. The importance of these things can not be underestimated in helping the retarded make a successful adjustment and develop a healthful personality.

CONCLUSION

By utilizing efficient, ingenious methods, interesting varied materials which are introduced repetitiously, and a myriad of projects and activities commensurate to the children's social age, teachers may accomplish many of the objectives of American education with a degree of facility.

NEW BOOKS ON HUMAN RELATIONS

EDWARD G. OLSEN¹

NATIONAL CONFERENCE OF CHRISTIANS AND JEWS

A DISTINGUISHED committee² of Chicago authors, librarians, teachers, curriculum workers, and others has recently compiled a selective list of 1951 "best books" in the field of group relations. This list, the product of extensive screening for readability, content accuracy, wholesome emphasis, and dramatic appeal, was compiled for the National Conference of Christians and Jews and is reproduced here for the convenience of many teachers who will implement Brotherhood Week emphasis in their classrooms throughout the year.

READING FOR DEMOCRACY — 1952

FOR YOUNG READERS

A Boat for Peppe. By Leo Politi. Scribners, \$2.00. Life in a Sicilian-American village in Monterey, California, with a good description of the Festival of Saint Rosalie, and including many adventures. The Sicilian fishing background is interesting and significant.

Bear Party. By William Pène duBois. Viking, \$2.00. A very attractive gift book by a distinguished author-artist. The story tells of a wise old bear who arranged a masked ball so that some quarreling bears might become acquainted. Wit, wisdom, and gaiety mingle to make this an excellent tale.

People Are Important. By Eva Knox Evans. Capitol Publishing Company, \$2.50. A well-written and illustrated book presenting basic needs of all people. One of the few books to show similarities as well as differences among people. A good book for all young persons as it shows, without triteness, the stupidity of prejudice.

Swimming Hole. By Jerrold Beim. William Morrow and Company, \$2.00. A simple and natural incident is built up to show the unimportance of color and the folly of prejudice. Useful as a tool for creating sensitivity in children so that they are better able to resist prejudice when they meet it. Good illustrations help make the point.

FOR INTERMEDIATE READERS

All-Of-A-Kind-Family. By Sydney Taylor. Wilcox and Follet, \$2.75. An excellent picture of a Jewish family living in New York City in the early 1900's. Relationships are warm and

human, and all readers can identify themselves with the small heroines.

Amos Fortune, Free Man. By Elizabeth Yates. Aladdin Books, \$2.50. A well-written story of one of the first Negro slaves to win his freedom. Through love of God and of his fellowman he came to prize freedom so highly that he spent his life giving freedom to others. In so doing, he made a place for himself in America.

Ask Dr. Christmas. By Edith Dorian. Whitelsey House, \$2.25. Dr. Christmas is the nickname given to Dr. Duncan by his patients because of his hobby of gathering materials about Christmas. The book not only describes Christmas customs in several lands, but there is also a section of recipes from other countries.

Carol's Side of the Street. By Lorraine Beim. Harcourt, Brace and Company, \$2.50. A charming story of Jewish life. Carol meets anti-Semitism when her family moves to a new home, where she meets a neighbor, Pam, who is prejudiced. In a natural way and through mutual love of animals the two come to enjoy a real friendship.

City Neighbor. By Clara Ingram Judson. Scribners, \$2.50. A well-written biography of Jane Addams illuminated by interesting and significant descriptions of the development of Hull House and its influence on the establishment of present community-service centers. Portrays Chicago in her time, and indicates what can be done in slum areas through such institutions. Suitable for adults as well as young people.

Tansy for Short. By Ruth Langland Holbery. Doubleday, \$2.50. Warm and friendly story of a small Norwegian-American girl growing up in Wisconsin in the late 1900's. The difficulties that arise from Tansy's American ways and her parent's Norwegian ways are conflicts all children from foreign American families will understand and appreciate.

The Real Book About George Washington Carver. By Harold Coy. Garden City Books, \$1.25. The wonders of the world of science de-

¹Education Director, Chicago Office

²Ruth Bergman, P. T. A. Chairman; Olivia Cox, Curriculum Department, Chicago Board of Education; Mary K. Eakin, Materials Center, The University of Chicago; Bertha Jenkinson, Librarian; Clara Ingram Judson, Author; Lida Karcher, Librarian; Mary G. Lusson, Director, Curriculum Department, Chicago Board of Education; Lucile Pannell, Author; Charlemae Rollins, Librarian, Author; Lucile G. Rosenheim, Author; and Agatha Shea, Director of Work with Young People, Chicago Public Library.

veloped from ordinary things are unfolded in this well-told story of George Washington Carver. He overcame the handicaps of slavery, prejudice, and ill health to become one of the country's great scientists.

This Is the Way. By Jessie Orton Jones. Illustrated by Elizabeth Orton Jones. Viking, \$3.00. Prayers and precepts of the world's great religions are well chosen and beautifully portrayed. The chosen quotations show the universal emphasis on ideals of peace and brotherly love. Charming illustrations show children of all races and faiths. Value will be enhanced when shared by adults and children.

Willy Wong. By Vanya Oakes. Messner, \$2.50. The story of a Chinese-American boy living in San Francisco's Chinatown. Difficulties arise in the conflict between his new American ways and the time-honored ideas and customs of his family.

FOR OLDER READERS

Chariot in the Sky. By Arna Bontemps. Winston, \$2.50. This story of the founding of Fisk University and the early days of the Jubilee Singers is particularly important. A good story that long needed telling, conveying all the flavor of Southern dialect without any of the hampering misspellings and weird constructions that too often impede reading.

Cloud Girl. By Olive W. Burt. Bobbs-Merrill, \$2.50. A good picture of life among modern Navajo Indians. During the winter Cloud Girl lives in town and attends the government school; in the summer she returns to the more primitive life with her family. She learns to use the best from both ways of living to make life happy for herself and her people.

Elder Brother. By Evelyn Sibley Lampman. Doubleday, \$2.50. The interesting adventures of Molly Chan as she introduces a Chinese newcomer into the United States. The fact that the newcomer is her adopted brother adds to her problem. This picture of adjustment to a new culture and to change in beliefs, both religious and social, is good and is well presented.

Francie. By Emily Hahn. Watts, \$2.50. An excellent story of a modern American girl in England; unusual in that the American is the "foreigner" and learns to conform to British ways. The setting is an English boarding school where Francie comes to see her British neighbors and finds that true tolerance is getting along with people on the other person's own ground.

Jim Thorpe's Story. By Gene Schoor. Messner, \$2.75. This exciting biography tells the story of the great Indian athlete, Jim Thorpe, whose remarkable achievements in baseball, football, field work, and track have earned for him the title of "America's greatest athlete." Especially timely because of the current movie.

Mary McLeod Bethune. By Catherine Peare. Vanguard Press, \$2.75. A stirring biography of a woman who began life as a barefoot child of slave parents on a South Carolina plantation and later became one of the great women of America. An excellent picture of the development of Negro education in the South, and a good over-all picture of historical events of the times that affected Negroes and others the world over.

Peter Zenger. By Tom Galt. Thomas Y. Crowell, \$3.00. An excellent account of the trial of Peter Zenger, printer and publisher—in 1734—who dared to publish an anti-administration paper and was acquitted by jury. This trial helped establish freedom of the press in America. Especially recommended for reading in connection with a study of the fight for freedom in this country.

We, the American People. By Marguerite Stewart. John Day, \$3.50. A very readable account of the various peoples who make up the United States. The story of how they happened to come to America and some of the problems of prejudice and misunderstanding they met here.

FOR THE READER OF ANY AGE

Abraham Lincoln, Friend of the People. By Clara Ingram Judson. Wilcox and Follett, \$3.50. An excellent biography of Lincoln that presents a warmly realistic picture of the man and the principles for which he stood. Written with dignity and simplicity that will appeal to readers of all ages.

Holiday Round-Up. By Lucile Pannell and Frances Cavanah. Macrae, Smith, \$3.00. Stories describing and interpreting the religious and national holidays observed by various groups in the United States. The sections preceding each festival are particularly informative and useful. Parents as well as children will enjoy this book.

Town Meeting Means Me. By Mina Turner. Houghton Mifflin, \$1.50. With simple, readable text and line-drawings, facts about duties and responsibilities of government are illustrated in a small New England village. Can be used to help urban readers understand responsibilities in their own larger communities. Children will get more from this book if it is shared with adults.

Partners, the United Nations and Youth. By Eleanor Roosevelt and Helen Farris. Doubleday, \$3.00. A truly outstanding book. Especially recommended because it shows the work done by other countries as well as that done by the United States. Fine photographs give it added value.

The books in this list are all newly published; but any book you have not read is, for you, a "new" book. Please ask for previous booklists. They describe very fine books you will enjoy reading.

CHICAGO—STEELMAKER FOR THE WORLD¹

EDWARD C. LOGELIN²

IF Carl Sandburg were to rewrite his famous poem about Chicago today — you remember, the one that goes: “Hog-butcher for the world” — he might easily substitute the phrase: “Steelmaker for the world.” In a comparatively short time Chicago has become one of the leading steelmaking centers of the world. Chicago has had an illustrious steel reputation dating back to Civil War times; it was not until the early nineteen hundreds, however, that the steel ingot became as important a symbol of the city’s industry as the stockyard hog.

Two unrelated events gave Chicago its start on the way to greatness in the steel industry. The first was the sale of Andrew Carnegie’s Pittsburgh empire and the formation of United States Steel Corporation in 1901. The second was the entrance of the Block family of Inland Steel Company into steelmaking in 1902, when they built the Indiana Harbor Works. Four years later the United States Steel Corporation headed by the late Elbert H. Gary began erection of the Gary Works, now the world’s largest.

Mass production of steel began with the development of the Bessemer process less than a century ago. The Bessemer converter, named for an English metallurgist, was used first by the British, but pioneering American producers began to make Bessemer steel and in a few years were producing more than anyone else. Among these pioneers was Captain E. B. Ward, who had earned a business reputation by buying up almost all the shipping on the lake. In May 1857 he began construction of a rolling mill in Chicago to reroll old iron rails.

This plant of the North Chicago Rolling Mill Company became Chicago’s first steel mill and got the name of the North Works

when the great South Works was built in 1880 in South Chicago. The old North Works, which was dismantled in 1901, rolled the first steel rails ever rolled in the United States, in 1864. A steel warehousing operation of United States Steel now is located on the original site at 1319 Wabansia Avenue, just north of Goose Island on the Chicago River.

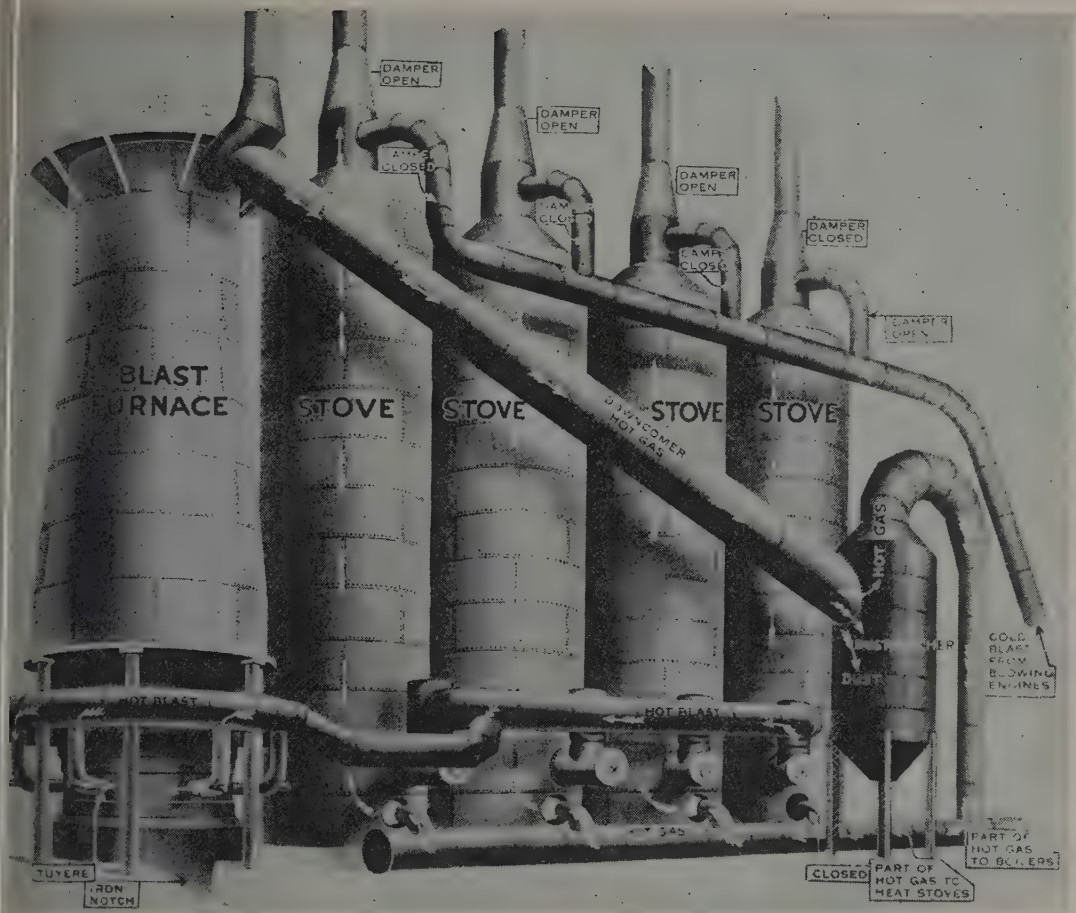
The South Works, still one of the largest in the world, with a capacity of 4,675,000 tons a year, is the personality mill of the steel business. Steel men in their sentimental moments are likely to include the South Works in their reminiscences.

CHICAGO AREA AMONG FOREMOST

The steel industry in the Chicago area today employs about 100,000 people and pays out an annual \$450,000,000 in wages and salaries. The average weekly rate is about \$80, one of the highest in industry. More than a billion dollars worth of steel is turned out in a year. At present construction costs, steelmen estimate it would take about five billion dollars to replace the Chicago industry. The replacement cost estimate is based on expenses of about \$250 to \$300 per ton of annual capacity for integrated steelmaking operations. Integrated in the steel business means combining iron and steelmaking furnaces.

¹Teachers and students may obtain the following gratis by writing to United States Steel, 208 South LaSalle Street, Chicago 90, Illinois: *Basic Facts About U. S. Steel*; *Cerro Bolivar, Saga of an Iron Ore Crisis Averted*; *It’s Your Top Soil—How Erosion Ruins Our Land.... And What To Do About It*; *Growing with America*; *Major Steps in Steelmaking*, A Schematic Layout; *The Picture Story of Steel*; *The Return of Joe, the Genie of Steel*, a comic book; *Science in Steelmaking*; *Steel—From Mine to You*; and *Steel Serves the Farmer*. Teachers only may obtain *Catalog of U. S. S. American Nails, Brads, Spikes, Staples*; *Manual of Carpentry*; *Motion Pictures Prepared and Distributed by United States Steel*; *Steel Making in America*; *Steelmways*, a bimonthly magazine; and *Trades Apprenticeship in U. S. Steel*.

²Director of Public Relations, United States Steel, Chicago.



Blast Furnace and Its Four Stoves

forming mills, and other facilities in a single enterprise. The Chicago area has almost nineteen million tons of capacity with United States Steel alone accounting for nearly eleven million tons.

Production has been running above the theoretical 100 per cent of capacity level, so that output this year will reach a record high if not interrupted. This is more steel than produced by any foreign country except Russia. Rolled into heavy rails, Chicago-made steel would make a track nearly four times around the world.

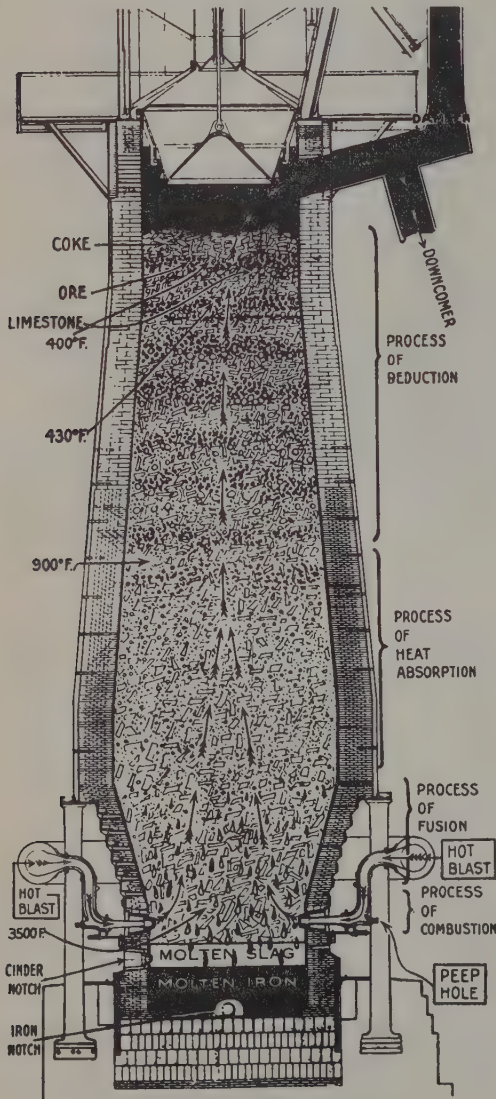
Production of steel ingots, which are uniform blocks of raw steel, is concentrated in six large plants in and around Chicago. They are the United States Steel

works in Gary and South Chicago, the Indiana Harbor plant of Inland Steel Company, the Youngstown Sheet and Tube Company, the Republic Steel Corporation, and the Wisconsin Steel Works which is a subsidiary of International Harvester Company.

PROCESS OF STEELMAKING

Nearly 90 per cent of the iron ore in this country comes from open pit mines in the Lake Superior region, the rest from underground mines, much like those in which coal is dug. Ore's trip to the steel mills is made by railroad car and by ore boats, whose cavernous holds can carry the contents of several trainloads of ore.

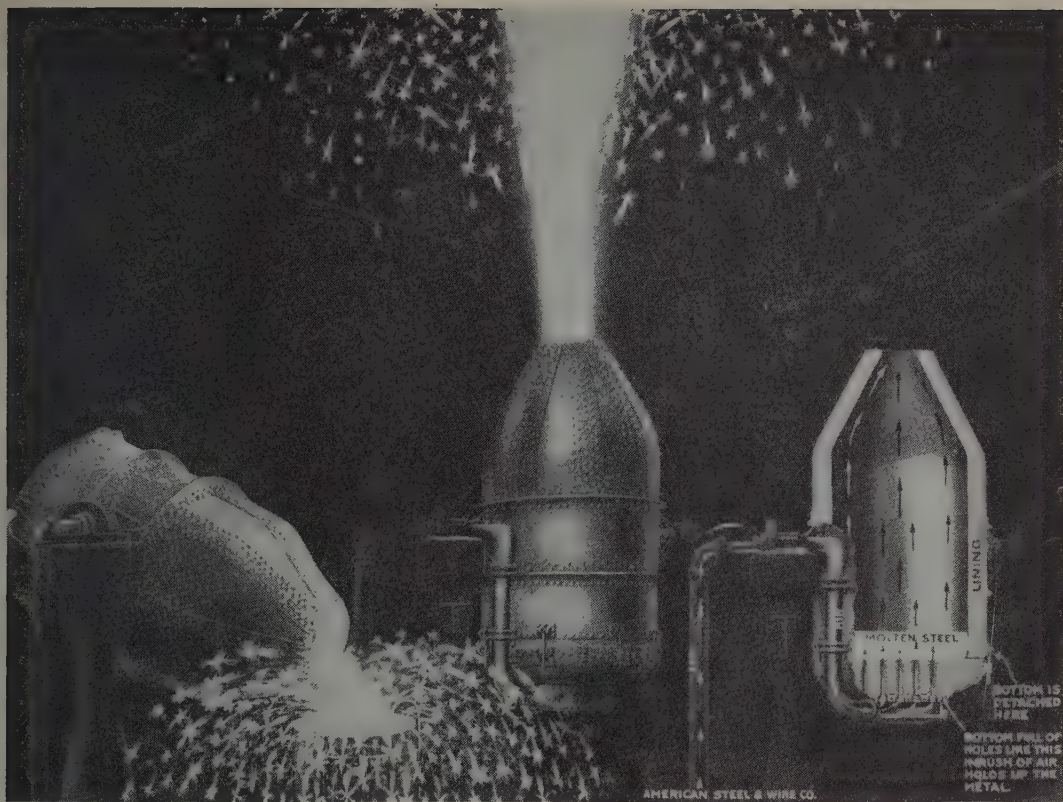
At the mills the ore is dumped in stock-piles alongside the coal and the quarried limestone. They come together in the blast furnace, the coal first being made into coke in huge ovens. These bake the coal for fourteen to seventeen hours, driving out its gases and volatile liquids and leaving coke. Captured and processed, the gases yield coal chemicals from which nylon, aspirin, insecticides, sulfa drugs, plastics, vitamins, and hundreds of other products are made.



Cross Section of a Blast Furnace

The blast furnace is pretty much like an old-fashioned base-burner coal stove. It is fed fuel at the top and air at the bottom, with the fiercest fire in the fire pot at the base. At times both burn dull and cold, form the same clinkers and as the coal at the top of a base-burner slips down after a clogging clinker gives way, so does the load of a blast furnace; the difference between the two is only in size and weight, the base-burner's load being two buckets of coal, while the blast furnace's load is about 2,200 tons in 24 hours.

Four stoves accompany each furnace. They are lined with fire brick and heated red hot. Only one stove at a time is used to make hot blast for the furnace. Forty thousand to 60,000 cubic feet of cold blast per minute from blowing engines enter the one hot stove while the other three are being heated. The cold blast is shifted to a fresh hot stove every two or three hours. Heated to 1200°F., the blast passes through the hot blast main to the bustle pipe around the furnace, then down and through the waterjacketed tuyers into the furnace at the hottest point, 3500°F. The blast pressure is usually 15 pounds per square inch. This hot blast furnishes about one-fifth of the total heat of the furnace. Before the blast is heated it is refrigerated to take out moisture, heating and refrigerating increasing the efficiency over old-fashioned cold blast 70 per cent. The blast, passing up through the furnace, becomes heavily impregnated with gas and rushes out through the downcomer. The gas is loaded with coke dust and other particles swept up while passing through the furnace which are dropped into a dust catcher from whence the gas passes upward and downward through the hot gas main in a red hot gush of fire into three of the stoves and out through the tall chimneys. A furnace makes more gas than necessary to heat its stoves so some of it is diverted to boilers making steam for blowing engines or is further cleaned and used to generate electrical power.



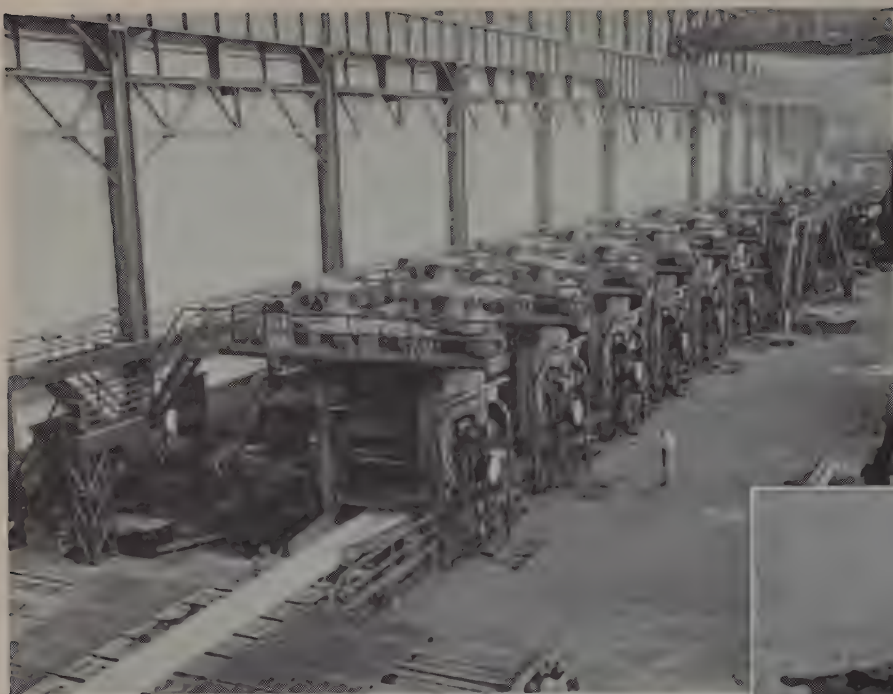
Three Views of Bessemer Converter

Iron as it comes from the blast furnace is called pig iron. In most steel plants pig iron is transported in huge thermos-bottle-like “mixer” cars to the steelmaking furnaces. There the molten iron is refined, the furnaces tapped, and the steel poured — “teemed” — into ingot molds. They can be of many sizes and shapes, and hold from two and one-half to forty tons of steel. About seven and one-half tons is the most common. After an hour of cooling, they go to the stripper crane, which pulls the molds from the still red-hot ingots. These are placed into the soaking pits, a gas-fired, brick-lined furnace that heats the ingot to the uniform temperature required for rolling in the primary mills. Here huge steel rollers act like wringers, kneading and stretching the hot steel as it is passed back and forth and turned from side to side. The roller, a skilled workman

controlling the machinery which handles the ingot as easily as you would a lump of dough, rolls the ingot into one of the many sizes used in subsequent finishing operations.

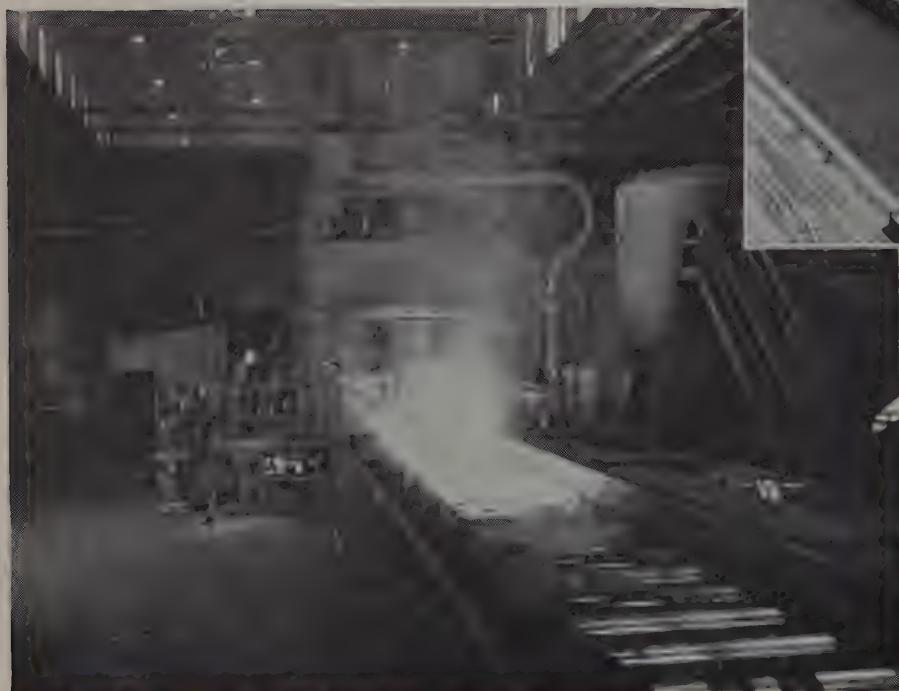
There are many kinds of finishing mills in the steel industry. From plate, rail, and structural mills come thick plates, rails, and strong beams and girders for heavy uses. Pipe and tube mills provide material for products ranging from “Big Inch” pipeline sections down to hypodermic needles. Steel for automobile bodies, “tin” cans, wall panels, and a host of other items are made in the sheet and strip mills. Other types of products are based on steel from bar, rod, and wire mills — some 16,000 from steel wire alone.

Most of the finishing and semi-finishing mills are near the basic steelmaking plants, although United States Steel has

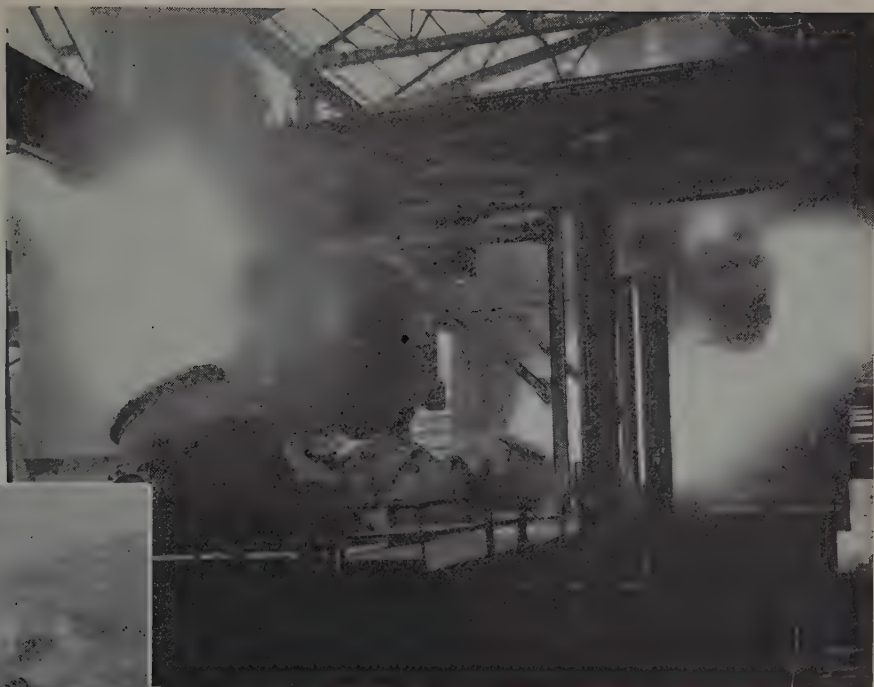


The 96 Inch Continuous Plate Mill

Shears at the 44 Inch Slabbing Mill



World's Largest Trolley
with Daily Capacity



Bessemer Converter in Action



"Submarine" Type Ladles Which Transport Hot Metal
from Blast Furnaces to Open Hearth Furnaces



Furnaces 235 Feet Tall
Each Produces 10,000 Tons of Iron Each

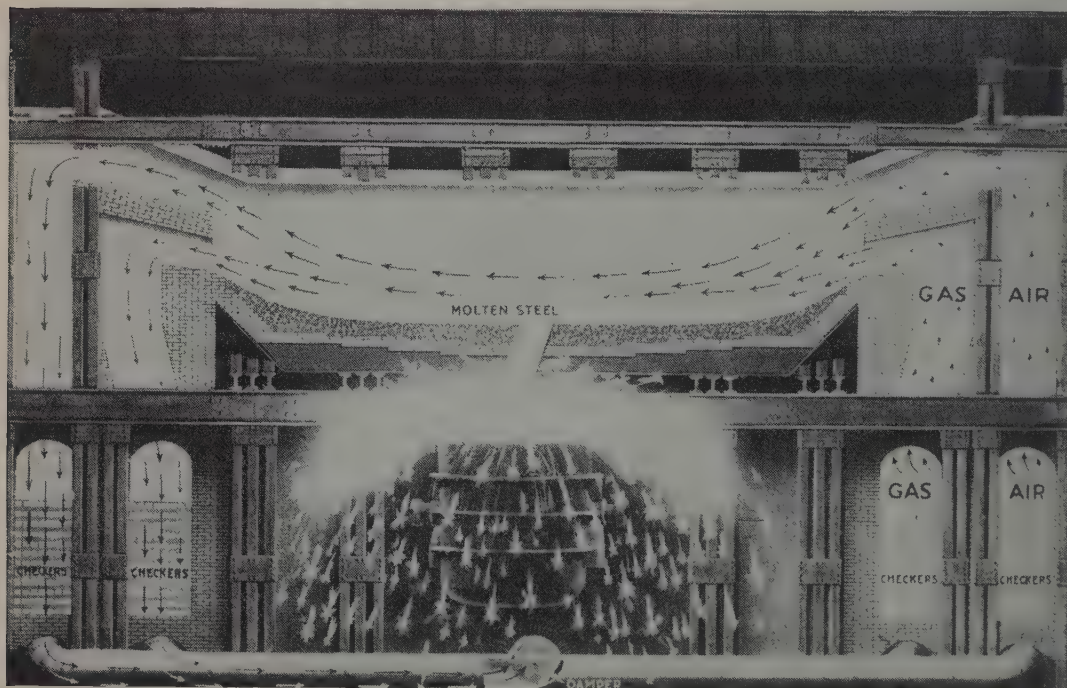
two of the world's largest wire mills in Waukegan and Joliet operated by its American Steel and Wire Division.

The Chicago steel industry has 176 steel-making furnaces, a concentration of metal production strength unrivaled by any other area in the world except Pittsburgh. There are 149 open hearth furnaces which take pig iron from the area's 42 blast furnaces and combine it with scrap to produce new steel. The open hearth was named for its dish-shaped hearth where the liquid metal is exposed to the sweep of the flames.

In the open hearth process of steelmaking the molten steel lies about 24 inches deep upon a bed about 40 feet long by 16 feet wide. The lining of this bed consists of refractory materials. The walls and roof are constructed of silica bricks. The illustration shows the current of hot gas and air being forced above and around the molten metal and passing out through the "checkers" at the left, thence out to the chimney. The "checkers" represent the

walls of regenerative chambers that catch and preserve the heat. The damper at the bottom is then turned over to the left and the current is reversed so the heat stored up in the "checkers" is imparted to it. Steel scrap and liquid pig iron are the major raw materials from which fine steel is made by the open hearth process. Nine out of every ten tons of steel produced in the United States comes from open hearth furnaces.

Nineteen electric furnaces in the area, using heat generated by an electric arc, turn out high quality specialty steels such as alloy and stainless grades. The electric furnace commonly used resembles a huge tea kettle. The three carbon conductors which carry the electric current are called electrodes. The electrodes extend through the dome-shaped roof into the furnace. Each electrode can be raised or lowered independently of the other two. On one side of the furnace is the tapping hole. The furnace can be tilted to pour off the molten steel and slag through the hole, which is



Open Hearth Process of Steelmaking

provided with a brick-lined pouring spout. Beside the furnace is a transformer through which the current passes to the electrodes. By the use of instruments on the control panel, an operator can completely control the furnace—raising and lowering the electrodes, regulating the

temperature of the steel, and tilting the furnace.

The third type of steelmaking is the Bessemer process. In this process a steel vessel about 12 feet in diameter by 20 feet high, called a converter, is tipped on its side and molten pig iron is poured into its



Bessemer Converter in Operation

mouth. Turned upright, a blast of air at a pressure of about 20 pounds per square inch is turned on at the rate of 20,000 cubic feet per minute. The molten pig iron covers the bottom to the height of 18 inches. The bottom is full of holes to admit air which, at the above pressure, holds up the metal and prevents it from dropping down and filling the holes. The lining of the converter is of highly refractory material and is one foot thick. It takes from nine to fifteen minutes to turn the molten pig iron into steel.

Three views of a Bessemer converter are shown on page 199. The one at the right shows the inside of a converter and how the air is blown through the bottom. The middle view shows the converter in action throwing sparks of burning steel particles into the air. The view on the left shows the converter discharging the finished steel.

The wire drawing properties of low carbon Bessemer steel are usually equal to and in some cases superior to basic open hearth steel of like composition. When

given the same care in manufacture and treatment, the internal and surface imperfections are no greater in one than in the other. The physical characterizations of low carbon Bessemer are quite favorable to its use for many of the most important wire products, particularly such as nail fence, barbed wire, etcetera. It is usually higher in tensile strength, lower in elongation and reduction of area, and somewhat more rigid than open hearth steel of similar analysis. The Bessemer Converter has almost disappeared from this area.

CONTRIBUTING PLANTS

From a fifty acre patch of sand dunes at Indiana Harbor the Inland Steel Company plant has done much to help United States Steel make Chicago one of the foremost steel producing areas in the country. In the 1920's this plant, now expanding to a capacity of 4,500,000 tons, became a show place of the steel business by completely electrifying its operations. The program, completed in 1926, was laid out



Night View of the South Chicago Plant of United States Steel

y a young engineer, Wilfred Sykes, now chairman of the executive committee.

The youngest of the Chicago area's three biggest steel plants, the Gary Works of United States Steel, was built for expansion. Named after Judge Elbert H. Gary, his plant has grown into the world's largest single steel mill with an ingot capacity in excess of 6 million tons a year. Judge Gary, who guided the destinies of the United States Steel Corporation for twenty-six years, will always be remembered for his far-sighted policies in the steel industry and his contribution to the American economic life. His idea was that a vast integrated enterprise could achieve economies, sell at lower prices, and thus be of enormous benefit to the public.

Elbert H. Gary was born in suburban Warrenville, in 1846. Two terms as a judge in Wheaton gave him the life-long popular title. An outstanding attorney, he first dealt with the steel business as advisor to John W. (Bet a Million) Gates, who before the turn of the century founded the American Steel and Wire Company, now a division of United States Steel.

The city of Gary, named after him, currently has a population of about 133,000. Here, in addition to its Gary Works, United States Steel has the world's largest sheet and tin mill as well as two giant

plants operated by its National Tube Division and American Bridge Division. Employment for United States Steel in Gary is approximately 33,000.

Although not as large as the three giants, the other Chicago area steel works also have had colorful backgrounds. The Republic plant in South Chicago can be traced to a tack factory organized in 1883.

The Youngstown mill at Indiana Harbor was built in 1916 and later merged with three other enterprises with the late Clayton Mark, Chicago industrialist, as chairman. The South Chicago property was taken over by Youngstown in 1923.

Early records of International Harvester's Wisconsin Steel Works go back to the Joseph H. Brown Iron and Steel Company which was founded in 1875. Harvester took it over in 1902 and the mill was given its present name a few years later.

Viewed in the light of cold statistics or hot metal, the Chicago steel industry with more than 6,000 acres of primary steel facilities, is an awesome spectacle. So as Chicago takes its place among the foremost steelmakers of the world, the enterprise which has multiplied by many times its original productive capacity will stand it in good stead for greater tasks ahead.

Teachers can gain allies if they involve the citizens of the community in curriculum planning. If schools are to escape the regressive tendencies, teachers and citizens must take the time to train themselves in the methods of group work, to experiment with new ideas, to work together in the task of improving the learning experience of boys and girls — in spite of the press of events. — Stephen M. Cory in the November-December, 1951, Hawaii Educational Review.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Muriel Beuschlein, Joseph Chada, Henrietta H. Fernitz, Joseph M. Goodman, Howard A. Johnson, Philip Lewis, Gertrude O'Hagan, and Robert J. Walker

AUDIO-VISUAL SERVICE

Film Selection Guides. A series of three guides produced by Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois. Prepared by Kenneth D. Norberg. \$3.00 for series.

Primary and Elementary Grades—for reading, social studies, science, and health. \$1.50

Junior and Senior High School Sciences—for physics, chemistry, biology, health, and general science. \$1.00

Junior and Senior High School Social Studies—for geography, history, and problems of democracy. \$1.00

These well-organized guides list units that are found in the widely used textbooks in each field and the Encyclopaedia Britannica films which are integrally related to the subject matter of the units. The correlated films are printed in heavy type so that areas of study for which films have been produced can be discovered at a glance. This organization also reveals neglected areas. By using these guides when selecting Encyclopaedia Britannica films, a well-integrated film program can be arranged on a school-wide, classroom, or specific subject basis.

M. B.

Film Guide Series—What the Films Show. \$3.50 for the series. A series of three teachers' guides that accompany the *Film Selection Guides* of each level and for each subject, also produced by Encyclopaedia Britannica Films, Inc.

The correlated films are adequately described. A presentation plan, follow-up activities, vocabulary enrichment, and review questions for each film are also suggested. The Teachers' Guide for the elementary grades includes continuity for each film for more careful grade placement and selection.

While these guides do not completely eliminate the need for the teacher's preview, they are efficient substitutes in those cases where such is impossible, and should be an aid to teachers in developing optimal methods for using films, if they have Encyclopaedia Britannica films at their disposal.

M. B.

FILMS

The following films are available from Corod Films, 65 East South Water Street, Chicago, Illinois:

Are You Ready for Service? A series of 14 reels, 10 minutes per reel. 16mm sound. Black and white. \$540 for the series.

Planned and produced with the advice of the National Education Association, American Council on Education, U. S. Office of Education, National Catholic Association, National Vocational Guidance Association, and the U. S. Department of Defense.

The fourteen films which make up this series divided into four groups, the first three of which are now available. The general headings for the four groups are: Group I, General Orientation (4 reels); Group II, Your Preparation (4 reels); Group III, Military Service (4 reels); and Group IV, Focus (3 reels).

The stated purpose of this pre-military orientation film series is to help young people adjust to the probable entry into military service. It is designed primarily for high school students but could be used effectively on the college level.

The film series approaches the problem first by illustrating the confusion of students today concerning their responsibility to the national defense program. The sequence moves on to show what students can do—physically, emotionally, morally—to prepare themselves for military life. The nature of military service is then developed, followed by exposition of the forces, nationally and internationally, which have created the need for a strong defense program.

The series as a whole is weak in some spots and repetitive. The nature of the organization of the series necessitates its being shown in group form. There is some tendency toward preaching and some of the presentation of military life is somewhat sub-surfeited. Additional psychological concepts of importance which cause confusion and uncertainty among young people today toward military service could also have been more ably clarified.

The above paragraphs represent the composite views of a review group of about fifteen members of the Wilson Junior College faculty committee on student guidance and some others of the faculty present.

H. A. J.

Are You Ready for Marriage? 16 minutes. 16mm sound. Black and white, \$75; color, \$150.

This film shows how a young couple, romantically in love, discover, with the help of a skilled marriage counselor, the importance of developing a sense of self-reliance and the ability to act together as a team before they rush into marriage. After learning about some of the factors that make for success in marriage, they decide to spend more time examining their

relationship to find out how well they understand each other and the meaning of marriage. At the end of the film they are contemplating an engagement period with further testing of their readiness for marriage instead of the elopement they were planning at the beginning of the story.

The film suggests many excellent points for group discussion. High school students especially will appreciate the objectivity with which the counselor makes his points. Clever use of visual aids during the interview scene increases understanding. The sound and photography are good except for a few sequences where the background seems too dark. G. O'H.

Marriage Is a Partnership. 16 minutes. 16mm sound. Black and white, \$75; color, \$150.

This film shows the adjustments that young couples commonly make during the first year of marriage as they are learning to live together as a pair. Realistic situations are portrayed and constructive solutions are devised by the couple in meeting such "developmental tasks" as the learning of home-making skills (for the wife especially), learning new response patterns to each other, handling relationships with in-laws, co-operatively handling the family finances, and growing in ability to plan and make decisions as a pair.

College and high school students can gain from this film a more realistic understanding of the tasks of early marriage when the honeymoon has ended. Sound and photography are excellent. G. O'H.

William Shakespeare—Background for His Works. 16mm sound. Black and white, \$62.50; color, \$125.

An interesting pot-pourri aimed at high school and/or junior college. It presents the famous landmarks of Shakespeare's era; five too brief monologues from *Romeo and Juliet*, *Macbeth*, *Taming of the Shrew*, *Merchant of Venice*, and *Hamlet*; and shows the origin of some modern colloquialisms. The ending is poetic and beautiful, showing the natural backgrounds which inspired Shakespeare.

The film undersells the subject of its title, but offers a wide area for classroom discussion—its main value. R. J. W.

The Federal Government—The Plan of Organization. 1¼ reels. 20 minutes. 16 mm sound. Black and white, \$62.50.

High school pupils are shown the organization of the federal government by means of graphs, charts, and some action. In the viewpoint of the modern political scientist the film lacks such action as would portray the government as a functional human institution. However, the quality of the commentator's voice is excellent. H. H. F.

Williamsburg Restored. 1 reel. 44 minutes. 6mm sound. Color, \$180; rental \$5. Available from Colonial Williamsburg, Film Distribution Section, Williamsburg, Virginia.

The film is a very satisfactory testimonial for those who want to learn what happened backstage in the restoration of Williamsburg or how through cultural anthropology, now rendered practically impossible by the current policy of "soak the rich," the decrepit yet venerable and historically fascinating Virginia's colonial capital was brought back to life and to its former architectural beauty

through the inspiration of the Reverend W. A. R. Goodwin and the generosity of Mr. John D. Rockefeller, Jr.

Interest in Williamsburg as a colonial capital city is stimulated in the first ten minutes of the film by scenes of that dramatic day in 1774 when Williamsburg's citizens are informed of the fate which befell Boston as a sequel to the Tea Party. The excitement of that day fades into the picture of Jazz Age Williamsburg of the 1920's with its model T Fords, stoplights, busy streets, stores, and "flappers" with knee-high skirts. In the quiet of the Bruton parish churchyard are seen two figures, the Reverend Goodwin and Mr. Rockefeller, discussing the restoration of the city. Then follow the pictures of research and study necessary for the authentic reconstruction and restoration of the original homes, taverns, stores, and public buildings. The most thrilling scene in this part of the film is the discovery of an old copperplate engraving by Mrs. Goodwin in the Bodleian Library of Oxford University. The plate aids the accurate rebuilding of the Governor's Palace in particular. The film ends by presenting some of the buildings of the restored colonial Williamsburg.

The photography and the narrative in the film are excellent. The picture is a project of the new audio-visual department of Williamsburg. It may be used successfully in the upper grades of the elementary school and high school. For awakening adult desire to see Williamsburg it is invaluable. J. C.

Drug Addiction. 22 minutes. 16mm sound. Black and white. Rental rates \$4.50 for 1-3 days. Produced by Encyclopaedia Britannica Films, Wilmette, Illinois.

This is the story of a teenager who tries heroin as an experiment until he is finally "hooked" by the drug. He turns thief and becomes a grave liability to society through his efforts to obtain a sufficient and regular supply of the capsules.

Narcotics and their effects are revealed in a startling manner, stripped of glamor, and shown as something to be feared and fought. The derivation of various drugs and harmful reactions of marijuana, heroin, and cocaine are clearly portrayed through the vehicle of animated drawings.

The premiere of this production was prefaced by remarks from prominent social workers, doctors, educators, and law enforcement representatives. Their testimony predicates the need for the prevention of addiction since the facilities and chances for cure are not generally possible. The revelation of the horrifying increase in addiction among young people, as a result of organized promotion of this nefarious business, pleads for immediate and definite action on the educational front.

The role of the schools, within the limits of grades one through twelve, is made quite clear from the following excerpts taken from the presentation of Lester J. Schloerb, Chicago Board of Education:

1. Education's main function is to deal with prevention. It means dealing with young people long before they know anything about narcotics but where symptoms exist which are likely to create an addict.
2. Schools should teach about stimulants and narcotics as a normal part of the curriculum. This should be taught in all those subjects which lend themselves to this emphasis.
3. Schools must recognize the fact that some young people in school are near or at the point of becoming addicts. At this point text materials are no longer effective.

Techniques must be used which deal with and change attitudes and emotions. This represents difficult teaching. At this point the film becomes a tool to use in helping young people to understand the problem. Unless, however, the film is preceded and followed by appropriate class discussion, the extent of its positive value becomes doubtful. P. L.

FILMSTRIPS

The following filmstrips are available from the Household Finance Corporation, 919 North Mich-

igan Avenue, Chicago 11, Illinois. Free up to one week, except for return postage.

Dressing Well Is a Game, 77 frames. 20 minutes. Black and white.

This excellent filmstrip shows how to plan the buying of clothing, the importance of buying only accordance with the plan, how to recognize good quality in men's and women's clothing, and how to care for clothing properly. The wise suggestions offered should increase the satisfaction to be derived from spending the clothing allotment of the family budget. The accompanying pamphlet, "Your Clothing Dollar," goes into more explicit development of the ideas highlighted by the filmstrip. Suitable for high school, college, and adult groups interested in family finance management and/or personal grooming and clothing selection.

Budgeting for Better Living. 107 frames. 10 minutes. Black and white.

A very excellent development of the principles sound money management for the family. Planning together, improving plans periodically, consciously seeking certain goals and working toward their achievement help the family portrayed learn the satisfactions of living within their income. An accompanying booklet, "Money Management—Your Budget," gives practical help in carrying out the practices suggested in the filmstrip. Suitable for high school, college, and adult groups interested in wise financial policies for family living. G. O'H.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

AMERICAN EDUCATION WEEK—American Education Week for 1952 has been scheduled for November 9-15. The general theme will be "Children in Today's World." Daily topics for the week will be their churches, their homes, their heritage, their schools, their country, their opportunities, and their future.

The organizations which sponsor American Education Week are the National Education Association, American Legion, United States Office of Education, and the National Congress of Parents and Teachers.

CHICAGO TEACHERS COLLEGE—We are reprinting the text of a letter sent by Raymond M. Cook, Dean of Chicago Teachers College, to all seniors who will be graduated from high schools in Cook County. The letter is part of a recruitment program aimed at filling the additional need for teachers during the coming ten years. We trust that readers of the CHICAGO SCHOOLS JOURNAL will familiarize themselves with items listed in the letter which are relatively new, and will assist, when occasion arises, in directing prospective teachers to Chicago's own teachers college.

This letter is an invitation to consider Chicago Teachers College as the place to continue your education. This college is an integral part of the Chicago public school system, charging its full time students only twenty dollars a semester in fees. The Chicago Board of Education has recently opened its doors to students from anywhere in the state. Our traditional competitive entrance examination is being dropped. We will accept any graduate of a recognized high school who declares an intention to prepare to teach in the public schools of Illinois and who is physically fit to take our required courses.

The Chicago Teachers College is located eight miles south of the Loop and is easily reached by surface lines, elevated, or the Rock Island suburban trains. In 1950, for the convenience of North Side students, a branch of the College was opened at Schurz High School, at Milwaukee and Addison. Students enrolling this year who live north of Kinzie Street may, if they choose, attend the Branch for the first two years of the four year course. An increasing number of our students are earning the bachelor's degree, and starting teaching at \$300 a month, after only three and a half years. This acceleration is made possible by attending two of our eight-week summer sessions.

With the exception of the special course for high school shop teachers, no particular pattern of high school subjects is required for admission to the Chicago Teachers College. Again with this exception, the freshman year is the same for all students. Some

time during that year the students choose between the intermediate and upper grade and the kindergarten-primary curriculum. Those choosing the former may in turn, after passing certain aptitude tests, be admitted to specialized sequences of courses preparing them as teachers of physical education or of home mechanics.

This is a coeducational college; one in six of our full time students is a young man. Our basketball and baseball teams have been having very successful seasons in competition with much larger schools. We have a full and growing program of other extracurricular activities—dramatics, student newspaper, yearbook, clubs, etc. You can have a good time while attending the Chicago Teachers College.

Information bulletins and application blanks have been sent out in quantity to every high school in the county. (They will be sent by the College direct to you for the asking.) If you are interested, see the appropriate teacher in the school from which you are graduating. In the public high schools, this would ordinarily be the placement counselor. We should like to have your application in by May 27, so that a series of counselling tests can be scheduled for you on June 16 or 17. But we will still welcome you if your application comes in August.

The public schools need teachers by the thousands. You need more education. The Chicago Teachers College stands ready to prepare you, at nominal cost, for a fine profession and an assured future. I hope we shall hear from you.

CITIZENSHIP DAY—September 17 has been designated as annual Citizenship Day in commemoration of the signing of the Constitution of the United States on September 17, 1787. The office of the United States Attorney General has commended that this date be observed by educational authorities in schools and colleges, as well as by civil and patriotic organizations.

FORD FOUNDATION—The Ford Foundation completed its first full year of operation nearly ten million dollars wealthier, even though it gave away \$22,331,636. The financial statement for 1951 shows that the largest philanthropic organization in history now has a balance of \$502,587,957. Most of its income derives from shares of Ford Motor Company nonvoting Class A stock left by the estates of Edsel and Henry Ford.

Foundation money in 1951 traveled around the world. It went to build a memorial for Mohandas K. Gandhi at a colony of untouchables in Delhi, India; to restore a student center at Manila in the Philippines; and to help establish a college of home economics in Pakistan. Ford dollars also financed publishing the *Bulletin of Atomic Scientists* and paid for collectors' items for exhibition at the Edison Institute, Dearborn, Michigan.

Most of the thirty-seven grants made in 1951 went for education, one of five main areas on which the foundation concentrates. The others are international relations, human behavior, democratic institutions, and the American economy. The foundation's main aim as stated by its chairman, Henry Ford II, is to work for peace.

The largest sum, \$7,154,000 went to an independent foundation offspring, the Fund for the Advancement of Education. It is concerned with scholarships and other projects in schools and colleges. The Fund for Adult Education, another independent organization established by the Ford Foundation, received two sizable grants: \$3,600,000 for adult education programs, and \$1,200,000 for a television-radio workshop. Other large grants went to American Friends Service Committee, Inc., \$1,000,000 for programs to reduce world tensions; Free University of Berlin, \$1,309,500 for buildings, exchange of professors, and extension service; the government of India, \$1,200,000 to assist in establishing training centers and in developing rural villages; the government of Pakistan, \$1,100,000 for educational purposes; and a grant of \$90,000 for an exchange of professors and students between the University of Frankfurt, Germany, and The University of Chicago.

FUND FOR THE ADVANCEMENT OF EDUCATION—Seventeen Illinois university and college teachers won scholarships from the Fund for the Advancement of Education, a division of the Ford Foundation. Eleven of the winners are from the Chicago area.

Fund officials stated that the grants were among those made to 246 teachers throughout the country in an effort to strengthen liberal education. The grants total \$1,400,000 and will be used during the 1952-53 school year. The recipients represent 140 colleges and universities in 42 states. Chicago area winners are Charles G. Bell, The University of Chicago; John A. Buttrick, Northwestern University; Karl De Schweinitz Jr., Northwestern University; Stanley S. Gordon, The University of Chicago; Knox C. Hill, The University of Chicago; Oscar W. Pearlmutter, St. Xavier College for Women; Jerome M. Sachs, Chicago Teachers College; Arron A. Sayvetz, The University of Chicago; Walter B. Scott, Northwestern University; Arthur W. M. Vose, Lake Forest College; and Samuel K. Workman, Illinois Institute of Technology.

The Chicago Public Schools System is represented again in the selection of Jerome M. Sachs, 7818 South Shore Drive. Dr. Sachs, a professor of mathematics at Chicago Teachers College, will pursue his post-doctoral work at The University of Chicago during the 1952-53 academic year.

This is the second year that an instructor from Chicago Teachers College has been selected by the Foundation; the recipient last year, Dr. Charles Monroe, will resume his duties at the college this fall after a year's study in the area of social science in general education.

PUBLIC SCHOOLS, 1952-53—American public schools are confronted with two serious problems with the opening of the 1952-53 school year. According to Commissioner Earl J. McGrath of the U. S. Office of Education, there is a shortage of 252,000 classrooms to adequately care for the backlog in the normal school construction program, in the needed replacements, and added rooms made necessary by the growing school population. The National Survey of School Plant Facilities has uncovered this startling fact. An estimated outlay of \$9,954,000,000 is required to provide for these badly needed facilities.

Paralleling the shortage in school building facilities, and even more important, is the shortage of teachers. The annual survey of teacher supply and demand of the National Education Association indicates that in June, 1952, only 32,433 graduates from colleges will be available for appointment as teachers in elementary schools and 62,692 for high schools. The present immediate demand for elementary teachers is estimated to be 160,000 and for high school teachers, 50,000. The report indicates that the shortage will increase as the children born between 1945 and 1950 reach school-entering age.

TEACHER SHORTAGE—To increase the number of qualified college graduates entering public school teaching, twenty eastern colleges have joined Harvard Graduate School of Education in inaugurating a co-operative program for training elementary and secondary school teachers. The Fund for the Advancement of Education is supporting the program with \$45,000 annually for three years to provide fellowships and \$33,000 annually for three years in support of instruction and administration.

The program provides for fellowships to enable graduates of the co-operating colleges to spend a fifth year of study at Harvard, leading to the degree of Master of Education for elementary school teaching or Master of Arts in Teaching for secondary teaching; an effort on the part of co-operating colleges to develop increased interest among their students in public school teaching as a career; and investigations within each college of ways of relating the undergraduate program and the graduate study of education. Colleges co-operating in the program are Amherst, Barnard, Bennington, Bowdoin, Bryn Mawr, Colby, Colgate, Harvard, Haverford, Holy Cross, Massachusetts Institute of Technology, Middlebury, Mount Holyoke, Radcliffe, Simmons, Smith, Swarthmore, Vassar, Wellesley, Wheaton, and Williams.

TEEN AGE BOOK CLUB—Junior and senior high school students are reading more books for their

own enjoyment in spite of the sudden popularity of television. According to Max J. Herzberg, chairman of the selection committee and a past president of the National Council of Teachers of English, the Teen Age Book Club will distribute more than 1,300,000 books by the end of the school year to members of its 6,000 clubs throughout the nation.

Teen Age Book Club, which is sponsored by Scholastic Magazines, was originated six years ago as a means of introducing students to the pleasures of good reading. Monthly selection lists prepared by a group of leading educators and librarians make available to members inexpensive soft-cover editions of leading books. Similar to adult book clubs, the Teen Age Book Club operates on a free dividend basis. Publishers supplying books this year include Bantam, New American Library, Pocket Books, and Pyramid Books.

TELEVISION AND EDUCATION—The recent action of the Federal Communications Commission has opened undreamed opportunities for education. The Commission assigned television channels to 242 communities for non-commercial educational use. More than 100,000,000 people are within viewing range of the TV stations which can be established to use those channels. Eighty channels are in the very high frequency band already in use; 162 are for ultra-high frequency, said to be ready for use in the near future. The FCC will begin processing applications for non-commercial channels by July 1, 1952.

Members of the Joint Committee on Education and Television have pointed out that:

1. The FCC action provides a reservation of channels for education for one year. After the commercial interests may begin to apply for educational channels.

2. The burden for developing educational television lies upon the large cities which have been given VHF channels—channels already in use. These are Birmingham; Phoenix; Tucson; Little Rock; Sacramento; San Francisco-Oakland; Denver; Jacksonville; Miami; Tallahassee; Tampa; St. Petersburg; Savannah; Boise; Chicago; Des Moines; Iowa City; New Orleans; Boston; Duluth-Superior, Wisconsin; Minneapolis-St. Paul; St. Louis, Missouri; Las Vegas; Durham; Albuquerque; Santa Fe; Oklahoma City; Tulsa; Portland; Pittsburgh; Charleston; Memphis; Nashville; Amarillo; Dallas; El Paso; Houston; San Antonio; Salt Lake City; Seattle; Milwaukee and Laramie.

3. In less thickly populated communities it may take from four to five years until the channels are utilized.

4. The cost of building a TV educational station would average about \$300,000; operation for a year, about \$200,000.

Chicago has been assigned channel eleven for educational purposes. As announced in the January-February 1952 issue of the CHICAGO SCHOOLS JOURNAL, plans for an "educational center for Chicago were announced by educators attending the Schools Broadcast Conference held in Chicago, December 4-6, 1951." Representatives of the major educational institutions in Chicago are meeting regularly and will announce the final initial stages of this planning by early summer. In the meantime, co-operating educational institutions

in Chicago and the Chicago Board of Education are using Channel 9, WGN-TV regularly in educational telecasts.

UNITED STATES CENSUS BUREAU — According to a survey report of this bureau, one-fifth of the country's population goes to school. The survey made at the beginning of the present school year shows that 30,500,000 persons between the ages of five and twenty-nine attend classes in a regular school. The grammar school population is 21,800,000, an increase of 600,000 over last year's figures. The 376,000 World War II veterans in school this year represent only two-thirds of last year's total.

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"A Bonanza for Education." By Senator Lister Hill. *Harper's Magazine*, March, 1952.

A most exciting proposal concerning the "Oil or Education Amendment," sponsored by the author and seventeen of his colleagues, to make available an estimated fifty billion dollars in coastal oil and gas reserves to further the purposes of education.

"Research in Group Behavior." By Harry A. Passow and Gordon N. Mackenzie. *The Nation's Schools*, April, 1952.

Most of the teaching today occurs in a group situation. It is essential, therefore, that attention be given to the characteristics of the group that influence individual learning. Important findings in the field of group dynamics show the real need for a number of new teaching skills and techniques.

"Schools and the 1950 Census." National Education Association. *Research Bulletin*, December, 1951.

This quarterly issue of the *Research Bulletin* presents the latest population facts available that have special significance for those who work in the field of education.

"How Well Are Our Schools Doing the Job?" By W. T. Wood. *Vital Speeches of the Day*, March 1, 1952.

Here is a controversial viewpoint, delineating what the educational institutions are expected to do, and accepted by many people indirectly or directly associated with the nation's schools. Regardless of personal reaction to the position taken it is important to become familiar with the issues raised.

"Psychological Tests and the Educational System." By W. N. Leonard. *School and Society*, April 12, 1952.

A presentation of evidence revealing significant weaknesses, misinterpretations, and faulty applications of current psychological testing in education. The recommended approach suggests that factors which produce personality change be determined and manipulated to produce the types of individuals most valued by society.

"Athletics Can be 'Fixed'." By Earl M. Katz. *Illinois Education*, April, 1952.

The evil of overemphasis on inter-scholastic team competition has filtered down to the high and junior high school levels to the detriment of the students at large. A practical solution, consistent with good curriculum practice is advanced by the author to localize and personalize athletics.

"The Mass Mind: Our Favorite Folly." By Joyce Cary. *Harper's Magazine*, March, 1952.

This exposé of a delusion of long standing concerning the popular acceptance of the existence of the mass mind, coupled with implications for re-examination of important established concepts, is disturbing and at the same time encouraging.

"The Teacher's Plight." By Louise J. Walker. *The American Teacher*, April, 1952.

Attention is focused on the desirable extension of the function of the school to include many phases of community living. However, undesirable side effects are reported that affect, adversely, the teacher's proficiency in discharging her responsibilities.

"Informational Books — Tonic and Tool for the Elementary Classroom." By Herbert S. Zim. *Elementary English*, March, 1952.

An authoritative presentation advocating the wider use of the new informational books. These well written non-fiction publications reveal benefits for teachers as well as for pupils and, in addition, help to revise many convictions concerning grade placement, classroom management, and the curriculum itself.

"Teaching Children to Think Creatively." By Dorothy Rogers. *Peabody Journal of Education*, March, 1952.

Common sense suggestions, applicable to most classroom situations, are presented as ways to establish psychological climate essential to nurture creative thinking.

"Watch How You Tag Your Pupil." By Carolyn Towle. *American Childhood*, June, 1951.

The subjective entries made in personnel records or the verbal appellations concerning pupils that are passed on from teacher to teacher frequently tend to transfer prejudice and perpetuate injustice instead of furnishing the assistance originally planned. Some positive directions are suggested for such reporting.

MISCELLANY

"The Language Laboratory." Reprint of Section IV, Conference of Languages and Linguistics, Georgetown University, April 27-28, 1951. Available upon request from Educational Laboratories, Inc., Washington, D. C.

Although still in its infancy, the use of the Language Laboratory gives great promise of new and more effective methods of teaching speech, English, and foreign languages, as well as reading comprehension and acceleration. Based, fundamentally, upon the exploitation of the modern electronic aids to instruction, facilities can be assembled for a variety of specifics at many levels.

"Guide to Television Special Effects." By Caldwell-Clements, Inc. Request from TELE-TECH. April, 1952. New York.

A brief and succinct explanation of the optical, electro-mechanical, and electronics techniques employed by broadcast studios to obtain unusual pictures. The presentation is adequately and simply illustrated to enable the layman to understand more of the resources of television.

SELECTED TOPIC REVIEWS

"Practicing American Citizenship" is the first of the nine major functions of living listed by

the Curriculum Council of the Chicago Public Schools. It is of vital importance that pertinent supplementary information be made available to teachers so that they can more effectively participate and extend guidance to pupils in the area of citizenship. The reviews that follow have been selected to contribute to this end.

"Real Patriotism for Children." By Paul Limbert. *Childhood Education*, November, 1951.

The author takes the position that a positive love of country is not incompatible with a sense of world citizenship, and that pride in one's state or region need not keep one from being loyal to the United States of America.

"Squaring the Curriculum with Social Realities." By B. Othanel Smith. *Educational Leadership*, January, 1952.

Since the curriculum usually reflects the early phases of society more than its present status, the primary task in this connection is determining the changes needed to bring the instructional program in line with sociological facts and theories. The major changes involved are emphasized.

"Loyalty and Patriotism As Social Necessity." By Harold H. Punké. *The Social Studies*, February, 1952.

Here is a relatively comprehensive treatment that attempts to explain such intangibles as loyalty, patriotism, and the personification of social and patriotic ideals in heroes. These concepts are developed from their historical origins to their present functions in contemporary society.

"I Am An American — As Six-Year-Olds See It." By Anita M. Smith. *Childhood Education*, September, 1942.

An unusual approach to the child's interpretation of what it means to be an American as influenced by the immediate environment and recorded in mural form.

"Some First Steps in Developing a Love of Country." By Mabel Louise Culkin and Lillian Hanson. *School and Society*, July 24, 1943.

regard for country starts closer to reality than the memorization of lofty phrases and the parroting of slogans. Focus on everyday things and situations is held to be the important point of departure for later and deeper concepts.

"Can the School Teach Patriotism." By J. Cay Morrison. *The Nation's Schools*, October, 1942.

The author believes that it is not enough for the school to teach love and devotion to one's country. The job is held to be more inclusive and incorporate the plea for instruction that promotes the country's welfare in the larger role it must play in the century that lies ahead.

"Professional Patriots and Ethical Levels." By Barent Ten Eyck. *The Annals*, March, 1952. The American Academy of Political and Social Science.

A scholarly approach to the larger implications of patriotism — the ethics and dangers involved as well as a description of what is considered a desirable standard to take.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

BIOGRAPHIES FOR EVERYONE

LOUISE M. JACOBS¹

Biography, based on research and pleasingly written, in either fictionalized style or straight narrative, has become one of the most popular types of literature for children. Most writers today base their accounts on documented events and scholarly research; combined with a dramatic retelling or with imaginary conversation the lives of important personages, past and present, become as interesting as legendary heroes. History can be made more meaningful when children can see it through the lives of those who played a part in making it; for example, the French Revolution is made vivid in *Marie Antoinette* by Marguerite Vance, fourteenth century England comes alive in *Young Geoffrey Chaucer* by Regina Z. Kelly, and we begin to understand India from the biographies of Mahatma Gandhi by Catherine Owens Peare and Jeanette Eaton. Likewise, interest in the arts can be fostered by the many fine stories of the lives of great musicians and artists; it would be difficult to find more pleasing accounts than *Paganini, Master of Strings* by Opal Wheeler or *Verdi, Force of Destiny* by Dena Humphreys. Increasingly, too, biography is being used as a means of vocational guidance; young people see in others their own aptitudes, abilities, and aspirations and are encouraged to emulate those who have succeeded.

Although most biographies are written for the teenage group, a newer development is the easy biographical reading being provided for children as young as third grade. Use of dialogue style, short sentences and simple vocabulary, large print, and abundant illustrations make them attractive to lower elementary grade children. *Abraham Lincoln, An Initial Biography* by Genevieve Foster, *Abigail Adams* by Jean Brown Wagoner, and *John Marshall: Boy of Young America* by Helen A. Monsell are typical.

It is hoped that students will be impressed and inspired by the struggles, perseverance, and devotion to a cause or to duty by personages who, in situations like their own, have become outstanding successes.

The following reviews are but a fraction of the many biographies published each year; they include only books which have been received at the Journal office, but they represent a wide range both as to persons and to quality of writing. Titles

not annotated have been reviewed in previous issues as indicated.

Abigail Adams. By Jean Brown Wagoner. Illustrated by Sandra James. New York: The Bobbs-Merrill Company, Inc. Pp. 186. \$1.75.

September-October, 1950, p. 47. For grades three and four.

Abraham Lincoln, Humble and Great. By James S. Tippet. Illustrated by George D. Armstrong. Chicago: Beckley-Cardy Company, 1951. Pp. 154. \$1.48.

A straight narrative account of the life of this great American and, naturally, of the period in which he lived. The excellent two-tone and black and white illustrations add greatly to the attractiveness and interest of the book. One of the Forever Great Series. For grades five through eight.

Abraham Lincoln: An Initial Biography. By Genevieve Foster. New York: Charles Scribner's Sons, 1950. Pp. 111. \$2.00.

May-June, 1951, p. 221. For fourth grade and up.

Albert Einstein. By Elma Ehrlich Levinger. New York: Julian Messner, Inc., 1949. Pp. 174. \$2.75.

January-February, 1950, p. 197. For grades eight through ten; also adults.

America's Ethan Allen. By Stewart Holbrook. Illustrated by Lynd Ward. Boston: Houghton Mifflin Company, 1949. Pp. 96. \$2.50.

September-October, 1950, p. 48. For middle and upper elementary grades.

Andrew Jackson. By Jeannette Covert Nolan. Illustrated by Leej Ames. New York: Julian Messner, Inc., 1949. Pp. 178. \$2.75.

A thrilling story of a daring, colorful figure set against the background of a period in American history fraught with danger and lawlessness. A literary effort well worth reading. For ages twelve to sixteen years.

Andrew Jackson, An Initial Biography. Written and illustrated by Genevieve Foster. New York: Charles Scribner's Sons, 1951. Pp. 112. \$2.00.

Fast moving, dramatic, and spirited, the entire book is written in a style suggestive of the petulant, story character of "the People's President." The story of this turbulent period, with its lawlessness and wars, and Jackson's contribution to his country has been simplified sufficiently to give younger children an understandable picture. Because Jackson's shortcomings as well as his virtues are presented, the reader gets a truer picture of the real man. Interesting and unusual illustrations are done in blue, apricot, and brown; the print is blue, instead of the traditional black. This book is outstanding and deserves a place in every juvenile library. For grades four to six.

¹Chicago Teachers College

Appleseed Farm. By Emily Taft Douglas. Illustrated by Anne Vaughan. New York: Abingdon-Cokesbury Press, 1948. Pp. 128. \$1.50.

January-February, 1949, p. 176. For grades three to eight.

Autobiography of a Chinese Woman. By Buwei Yang Chao. New York: The John Day Company, 1947. Pp. 327. \$3.75.

November-December, 1948, p. 127. For high school and college students.

Behold Your Queen. By Gladys Malvern. Illustrated by Corinne Malvern. New York: Longmans, Green and Company, 1951. Pp. 218. \$2.50.

March-April, 1952, p. 172. For high school.

Big Foot Wallace of the Texas Rangers. By Shannon Garst. Illustrated by Lee Ames. New York: Julian Messner, Inc., 1951. Pp. 184. \$2.75.

March-April, 1952, p. 173. For high school.

Booker T. Washington. By Basil Mathews. Cambridge: Harvard University Press, 1948. Pp. 350. \$4.75.

This excellent biography, a critical appraisal of Washington's total contribution to the world, is based on research which included an examination of his official and personal correspondence at Tuskegee Institute and interviews with members of his family, members of the Tuskegee faculty, and others. It is more than the story of the rise of a great man from slavery and poverty to become an outstanding educator and an interracial interpreter; it is at the same time the history of the progress of the Negro race from slavery to its present educational status. A readable biography that should be of interest to senior high school and college students and all who are interested in human relations.

Buffalo Bill. By Shannon Garst. Illustrated by Elton C. Fax. New York: Julian Messner, Inc., 1948. Pp. 214. \$2.75.

June 1949, p. 317. For high school students.

Builders for Progress. Edited by Mathilda Schirmer. Illustrated by Dirk Gringhuis. Chicago: Beckley-Cardy Company, 1950. Pp. 180. \$1.30.

January-February, 1952, p. 128. For the middle grades.

Canadians: A Book of Biographies. By Lorne J. Henry. Illustrated by Robert Unsworth. New York: Longmans, Green and Company, 1950. Pp. 153. \$1.50.

The stories of twenty prominent men and women who contributed to the development of Canada and played a part in moulding the nation are presented in this book. They represent various types of activity, various regions of Canada, and lived under various circumstances. There has been no attempt to fictionalize the biographies; they are written in simple, readable style; each account is brief, moves along rapidly, and holds the attention. The illustrations are interesting and effective. For high school students and adults interested in biography and in Canadians.

Chaim Weizmann, Builder of a Nation. By Rachel Baker. New York: Julian Messner, Inc., 1950. Pp. 180. \$2.75.

Up from a Ghetto in Poland to become the first president of Israel is the history of this remarkable man. After bitter experiences and disappointments, and in the face of great opposition, Chaim Weizmann succeeded in raising funds, building educational in-

stitutions, and bringing his people, scattered for two thousand years, together as a nation. This was the dream of a man of vision and courage fulfilled. The author gives a sympathetic portrayal of this leader of a nation and at the same time tells the story of a people struggling to achieve a homeland of their own. A straight narrative, the book is very informative and easy reading. For high school students.

Champlain of the St. Lawrence. By Ronald Syme. Illustrated by William Stobbs. New York: William Morrow and Company, Inc., 1952. Pp. 189. \$2.50.

This is a thrilling account of Champlain's explorations along the Great Lakes, his encounters with the savage Indians, and the struggles and heartbreaks in establishing a New France in North America. The life story of the brave Champlain will arouse the admiration of any fifth, sixth, or seventh grade boy; the style is vigorous, swift moving, and compact. The many black and white illustrations are alive and meaningful.

City Neighbor, the Story of Jane Addams. By Clara Ingram Judson. Illustrated by Ralph Rader. New York: Charles Scribner's Sons, 1951. Pp. 130. \$2.50.

Based on much research and a personal acquaintance with Miss Addams, this fictionalized biography is an excellent, authentic account of the life of the creator of Hull House. Of special interest to Chicagoans is the description of the work carried on at Hull House, its influence, and the spirit that prevailed over all. This is one of the author's best books and is important because it is the story of the first settlement house in this country. The well-executed black and white drawings lend dignity and interest to the story. For grades seven to nine.

Claude of France: The Story of Debussy. By Harry B. Harvey. Illustrated by Sallia Bohnc. New York: Allen, Towne and Heath, Inc., 1948. Pp. 190. \$2.75.

This life story of the creator of modern French music traces his musical career through years of study, work, and frustration until he ultimately became one of the great composers of France. In telling the story the author has also recreated the France of Debussy's day. It is a well written, mature presentation that should interest both high school students and adults. Charming illustrations, very much in the spirit of the story, introduce each of the twenty-one chapters. A complete list of Debussy's works and recommended recordings are provided in the appendices.

Confucius: The Man and the Myth. By H. G. Creel. New York: The John Day Company, 1949. Pp. 363. \$5.00.

This authoritative, well-documented, critical study of Confucius is a readable exposition written to appeal to the layman as well as to the scholar; notes, references, and bibliography have been placed at the back of the book so the reader is not bothered with footnotes. The author's purpose was to expose the slanders that have been heaped upon Confucius and to present him as he really was. As Creel sees him he was "a forerunner of democracy" and "he had an appreciation of some of the basic principles underlying successful co-operation between men that has seldom been surpassed, and not frequently equalled by other philosophers," and "he trusted the human race." Written in a straightforward and forceful style, it can be read with ease and understanding by any college student or other interested adult.

Days With Bernard Shaw. By Stephen Winsten. New York: The Vanguard Press, Inc., 1949. Pp. 327. \$3.75.

November-December, 1949, p. 147. For teachers and supervisors.

Dedication. By Sigmund Gottfried Spaeth. Frontispiece and end papers by Fritz Kredel. New York: Henry Holt and Company, 1950. Pp. 180. \$3.00.

The romance of Clara and Robert Schumann, one of the greatest love stories of all times, is the story of two musical geniuses—a great pianist and a great composer. Using their love letters and Clara's diary as source material, the author has reconstructed their life story from well-established facts. The theme of the book is indicated by this quotation from Mr. Spaeth: "The word 'dedication' actually fits the love story of Clara and Robert Schumann perfectly, as it also suggests their entire lives in relation to art and to each other." The story of many of Robert's earlier compositions is woven into the romance. A wholesome book and excellent for high school students, especially girls. Also suitable adult reading.

Doak Walker, Three-Time All-American. By Dorothy Kendall Bracken as told by Doak Walker. Austin, Texas: The Steck Company, 1950. Pp. 258. \$2.00.

March-April, 1951, p. 171. For high school and college.

Eli Whitney, Boy Mechanic. By Dorothea Snow. Illustrated by Charles V. John. New York: The Bobbs-Merrill Company, 1948. Pp. 187. \$1.75.

October 1949, p. 122. For younger children.

Famous American Athletes of Today. By Frank Waldman. Boston: L. C. Page and Company, 1949. Pp. 352. \$3.00.

September-October, 1950, p. 42. For high school and college students.

Famous American Athletes of Today—Twelfth Series. By Frank Waldman. Boston: L. C. Page and Company, 1951. Pp. 388. \$3.00.

March-April, 1952, p. 172. For high school.

Fighting Frontiersman. By John Bakeless. Illustrated by Edward Shenton. New York: William Morrow and Company, 1948. Pp. 260. \$2.75.

Many authors have been intrigued by the story of Boone's exciting life. Bakeless, in a vigorous, straight narrative style has added another outstanding book about the famous explorer. The reader gets a full understanding of life in the wilderness days with its dangers, hardships, and disappointments, and insight into the life of a great woodsman. The book is distinguished by a pleasing format, excellent illustrations, and a readable style that keeps one interested to the last page. Boys, especially, will enjoy it. For grades seven to nine.

Forty Famous Composers. By Henry Thomas and Dana Lee Thomas. Illustrated by Gordon and Campbell Ross. Garden City: Halcyon House, 1948. Pp. 437.

March-April, 1951, p. 172. For college students and the general reader as well as lovers of music.

Four Sons of Norway. By Helen Acker. Illustrated by Nils Hogner. New York: Thomas Nelson and Sons, 1948. Pp. 256. \$3.00.

Four great sons of Norway loved their land and worked for it. Ole Bull tried to express the beauty

and the grandeur of his country through his violin; he gave Norway its first National Theatre. Edvard Grieg was Norway's first composer, the first to express in music the spirit of the northern land and to interpret its fairy tale beauty. The first great writer, Henrik Ibsen, through his plays, made people think. Fridtjof Nansen, the renowned Arctic explorer and distinguished scientist, was a strong leader in Norway's new national life. The author has succeeded in placing each figure in the proper historical setting and in showing how his childhood influences molded his future; the reader gets a well-rounded picture of the beautiful land of the Vikings and of some of their greatest men. The illustrations, though only eight in number, are effective black and white drawings in keeping with the text. For grades eight to ten.

Frederic Chopin, Son of Poland. By Opal Wheeler. Illustrated by Christine Price. New York: E. P. Dutton and Company, Inc., 1948. Pp. 156. \$2.75.

June 1949, p. 318. For the middle grades.

Frederic Chopin, Son of Poland: Later Years. By Opal Wheeler. Illustrated by Christine Price. New York: E. P. Dutton and Company, Inc., 1949. Pp. 155. \$2.75.

January-February, 1951, p. 128. For younger children.

Gandhi's Autobiography. By M. K. Gandhi. Translated from the original by Mahadev Desai. Washington: Public Affairs Press, 1948. Pp. 640. \$5.00.

January-February, 1949, p. 173. For teachers and supervisors.

Gandhi, Fighter Without a Sword. By Jeanette Eaton. Illustrated by Ralph Ray. New York: William Morrow and Company, Inc., 1950. Pp. 253. \$3.00.

This is another inspiring biography of the great Gandhi. His philosophy, "We have to learn that all human beings belong to one family—God's children, every one," and his adherence to the doctrine of non-violent resistance are emphasized. At the same time the reader gets a brief history of India, inevitably bound up with its leader. The excellent black and white illustrations are in keeping with the text and add much to the understanding of the story. For grades eight to ten.

George Patton, General in Spurs. By Alden Hatch. New York: Julian Messner, Inc., 1950. Pp. 184. \$2.75.

Either adored or hated, but never merely liked, and nearly always misunderstood, General Patton was the most controversial figure of World War II; by the time the author finishes his story you understand the reason. Here is a straightforward, objective evaluation of the man based not only on written sources but also on firsthand information obtained from the General's family, General Eisenhower, and many others who were well acquainted with Patton. Unfavorable facts are not glossed over; bad as well as good traits are presented. "Do not take counsel of your fears" was the maxim by which General Patton ordered his whole life. Very readable and very enlightening. For grades eight to ten.

George Washington, Soldier and Statesman. By Mary L. Williamson. Illustrated by Stan Lillstrom. Chicago: Beckley-Cardy Company, 1951. Pp. 191. \$1.40.

January-February, 1952, p. 127. Middle and upper elementary grades.

The Great Houdini. By Beryl Williams and Samuel Epstein. New York: Julian Messner, Inc., 1950. Pp. 182. \$2.75.

The fabulous story of the great magician who could do such seemingly impossible feats as walking through a brick wall, making an elephant disappear from the theater stage, or escaping from the most intricately locked handcuffs is as fascinating as his spectacular career. Many of his secrets are told and how some of his tricks were done is disclosed; the fact that he accomplished all of his escapes and other feats by purely physical means is emphasized. Also stressed is the fact that all through life he championed what he thought was right and became a world-famous campaigner against fraudulent mediums and spiritualists. Like so many famous persons, his boyhood was one of poverty and hardships; fame came only after many struggles and a persistent determination to succeed. Boys of high school age and all who like to be mystified will enjoy this.

The Greenwood Tree. By Edward and Stephani Godwin. New York: E. P. Dutton and Company, Inc., 1950. Pp. 178. \$2.50.

September-October, 1951, p. 45. For high school.

Hans Andersen, Son of Denmark. By Opal Wheeler. Illustrated by Henry C. Pitz. New York: E. P. Dutton and Company, Inc., 1951. Pp. 184. \$3.00.

This fictionalized account of the life of the great storyteller is delightful. Unlike most biographies of Andersen, which are usually gloomy in their portrayal, this story proceeds in a cheerful, swift-moving, exceedingly readable style. Six of his best known stories have been skillfully woven into the biography. Many excellent illustrations in two colors add immeasurably to the book. This is one of the best of the Andersen biographies, and is done in the usual fine style characteristic of this author. For grades four to six.

Harvey Firestone, Free Man of Enterprise. By Alfred Lief. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 324. \$3.00.

Here is a direct, simply told story of one of America's great industrial leaders, and a pioneer in the field of rubber manufacturing. Here, too, is chronicled the growth of our nation during the first half of the twentieth century, with its development of the rubber business into a national and then international industry with rubber plantations and factories in many parts of the world. This is a success story that should inspire boys of junior and senior high school age.

Hudson of Hudson's Bay. By J. M. Scott. Illustrated by Astrid Walford. New York: Henry Schuman, Inc., 1951. Pp. 176. \$2.50.

Here is a straightforward account of Hudson's four voyages, based largely on his own records and the journals of those who sailed with him. Students who are looking for fascinating information rather than entertainment will find it in this book. The volume is pocket-size, contains black and white drawings, and carries a reproduction of Hudson's chart on the end papers. For grades seven to nine.

Jackie Robinson. By Bill Roeder. New York: A. S. Barnes and Company, 1950. Pp. 183. \$2.50.

May-June, 1951, p. 220. For high school.

John Brown. By Jeannette Covert Nolan. Illustrated by Robert Burns. New York: Julian Messner, Inc., 1950. Pp. 181. \$2.75.

This story of how John Brown dedicated himself from childhood to freeing the slaves, led embattled

forays in Kansas, and finally met death at Harper's Ferry is a well written, serious work. It is at once the story of a man who has been thought of variously as a fanatic, a madman, and a martyr, and of the history of a stormy period in American history. It will fit well as supplementary reading in American history. For grades seven to nine.

John Marshall: Boy of Young America. By Helen A. Monsell. Illustrated by Syd Browne. New York: The Bobbs-Merrill Company, Inc., 1949. Pp. 206. \$1.75.

January-February, 1950, p. 199. For younger children.

Judith of France. By Margaret Leighton. Illustrated by Henry C. Pitz. Boston: Houghton Mifflin Company, 1948. Pp. 281. \$2.50.

October 1948, p. 78. For teenage girls.

King Philip, The Indian Chief. By Esther Averill. Illustrated by Vera Belsky. New York: Harper and Brothers, 1950. Pp. 147. \$2.50.

May-June, 1951, p. 221. For younger children.

The Lees of Arlington. By Marguerite Vance. Illustrated by Nedda Walker. New York: E. P. Dutton and Company, Inc., 1949. Pp. 160. \$2.50.

September-October, 1950, p. 43. For teenage girls.

Leif Ericson, Explorer. By Ruth Cromer Weir. Illustrated by Harve Stein. New York: Abingdon Cokesbury Press, 1951. Pp. 128. \$1.50.

A simply written story of the dramatic life of the great Viking. The narrative includes an account of his boyhood in Greenland and Iceland, exciting adventures on the sea, and the exploration of Vinland. The reader gets considerable insight into life of the distant North as it may have been before the year 1000. The rugged black and white illustrations are as powerful and actionful as the characters they portray. An exciting narrative that is easy reading for pupils of grades four to six; of special interest to boys.

Leif Eriksson, First Voyager to America. By Katherine B. Shippen. New York: Harper and Brothers, 1951. Pp. 150. \$2.00.

Slightly more difficult reading and more mature than the Weir book, this is a beautifully written biography based on the Icelandic Sagas. A dramatic story is this of how Leif Eriksson, without compass or chart, sailed the open ocean and became the first European, 500 years before Columbus, to see America. An exceptionally fine book distinguished for its excellent style. Highly recommended for grades seven to nine.

Lincoln's Vandalia: A Pioneer Portrait. By William E. Baringer. Illustrated by Romaine Proctor. New Brunswick: Rutgers University Press, 1949. Pp. 141. \$2.50.

This is the history of a man and a town. Vandalia was Lincoln's proving ground; it was here that he launched his political career and met men, such as Stephen A. Douglas and Ninian W. Edwards, who influenced his life. Written in straight narrative style, the effect of the book is that of giving information rather than of making an emotional appeal. Excellent for giving information on the history of early Illinois, especially its political aspects. For senior high school and college students.

Lonely Crusader. By Cecil Woodham-Smith. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 255. \$3.00.

This is a very detailed and full account of the life of Florence Nightingale. Much has been written of her career in nursing; here is emphasized her early years—her rebellion against being an ineffectual lady of society, and her years of mental struggle to find her "call." Her work in Crimea in behalf of the British and her fight for hospital reform and nursing education is, however, not minimized. Although a special shortened edition, this book is still very mature and is best fitted for senior high school and college levels and for those adults who prefer to get their information in abridged form. Excellent.

Mahatma Gandhi. By Catherine Owens Peare. New York: Henry Holt and Company, Inc., 1950. Pp. 229. \$2.75.

This outstanding book not only gives great insight into the life of Gandhi, but also into the social, religious, and political life in India as well. The events, the incidents, all the forces that went into the life of the great leader to make him the extraordinary personality, the great humanitarian, and one of the great world-citizens are related clearly and definitely. The author has achieved remarkable success in making Gandhi's complicated career understandable and in bridging two cultures. For grades eight to ten, although it may be read just as profitably by adults.

Marie Antoinette. By Marguerite Vance. Illustrated by Nedda Walker. New York: E. P. Dutton and Company, Inc., 1950. Pp. 159. \$2.50.

September-October, 1951, p. 46. For ages twelve to sixteen, especially girls.

Michelangelo. By Michele Saponaro. Translated from the Italian by C. J. Richards. New York: Pellegrini and Cudahy, 1950. Pp. 201 and 32 halftone illustrations. \$4.00.

Although a highly informative account of the great artist and the complex political background of his times, this is a readable biography and fluently translated. The author emphasizes the greatness of Michelangelo's spirit, characterizing him as "a man who had seen God," and as "a man whose strength lay in thought." A many-sided genius, he worked with tireless devotion to art, as he himself said, "O Lord, grant that I shall always want to do more than I am able." A book with a pleasing format, it contains illustrations of Michelangelo's art. Adult reading level.

Paganini, Master of Strings. By Opal Wheeler. Illustrated by Henry S. Gillette. New York: E. P. Dutton and Company, Inc., 1950. Pp. 150. \$2.75.

September-October, 1951, p. 47. For ages nine to twelve.

Patsy Jefferson of Monticello. By Marguerite Vance. Illustrated by Nedda Walker. New York: E. P. Dutton and Company, Inc., 1948. Pp. 154. \$2.50.

January-February, 1951, p. 128. For grades seven to nine.

The Ringlings, Wizards of the Circus. By Alvin F. Harlow. Illustrated with photographs. New York: Julian Messner, Inc., 1951. Pp. 181. \$2.75.

Here is a great success story—of success founded on honesty, perseverance, faith, and the overcoming of obstacles. The reader is filled with admiration for

the seven Ringling brothers who, as George Ade once said of them, "found the business in the hands of vagabonds and put it into the hands of gentlemen. They started with nothing whatsoever in a little town up in Wisconsin, and became the circus kings of the world by adopting and observing the simple rule that it is better to be straight than to be crooked." At the same time the reader will learn almost all there is to know about the modern "big top," its routine, its efficiency, and the devotion of the performers to their jobs. Much credit for the authenticity of the biography is due the author for his thorough research, especially for his personal contacts with townspeople and circus personages who knew the Ringlings personally. Although written for grades six to nine, all who still retain some of their childhood affection for the circus will enjoy the book.

Robert E. Lee. By Guy Emery. New York: Julian Messner, Inc., 1951. Pp. 176. \$2.75.

"Teach him he must deny himself," was the principle Lee had adopted as a cadet at West Point; it served as a guide throughout his selfless service to this country. The school's motto "Duty, Honor, Country," had special meaning to him. These were the forces, it was stressed throughout the book, which made him a great man and an outstanding general. The author, also a Virginian and a West Pointer, though intensely sympathetic toward his subject, has nonetheless portrayed him as an average, ordinary man. Naturally, a great deal of history of the Civil War years had to be included. This story should interest boys. In direct contrast is Marguerite Vance's more romantic approach in *The Lees of Arlington*, also an excellent biography, but one which will appeal more to girls. For grades eight to ten.

Slavonic Rhapsody: The Life of Antonin Dvorak. By Jan van Straaten. Illustrated by Marion Kohs. New York: Allen, Towne and Heath, Inc., 1948. Pp. 231. \$2.75.

This musical biography deals with the childhood of the great composer—those days of poverty; the adult years when all the world recognized his genius; and the background picture of life in Bohemia, with its liberty-loving people. Those readers who have a special interest in music will enjoy the accounts of Dvorak's compositions, how they came to be written, and under what circumstances they were introduced. A complete opus list is included in the appendices. Picturesque line drawings add charm to the story. For grades seven to nine.

Steve Mather of the National Parks. By Robert Shankland. New York: Alfred A. Knopf, 1951. Pp. 326. \$4.00.

March-April, 1952, p. 172. For advanced high school students and adults.

The Story of Arturo Toscanini. By David Ewen. New York: Henry Holt and Company, 1951. Pp. 142. \$2.50.

This account describes the humble life of Toscanini's childhood; his unexpected, though brilliant, debut as a conductor; his great days in Milan, Bayreuth, Salzburg, and more recently with the New York Philharmonic Symphony; his radio concerts with the NBC Symphony; and his triumphant tour of the United States in 1950. The appendices are valuable; they include information on milestones in Toscanini's career, some important world premieres conducted by him, further reading on his life, and a complete list of his recordings. The author's introductory essay on the art of conducting gives the lay reader a better understanding of this comparatively

new art. Ably written and well worth reading. For grades nine to twelve, and for any adult interested in Toscanini.

The Story of Franklin D. Roosevelt. By Marcus Rosenblum. Illustrated with photographs and with original drawings by Frances M. Ball. New York: Simon and Schuster, Inc., 1949. Pp. 52. \$1.50.

September-October, 1950, p. 48. For middle and upper elementary grades.

The Story of Hans Andersen. By Esther Meynell. New York: Henry Schuman, Inc., 1950. Pp. 136. \$2.00.

A detailed biography containing a wealth of material about the wonderful teller of fairy tales. However, since the straight narrative style used here lacks the vividness of a fictionalized biography, it is doubtful if the youthful readers between ten and fifteen years, for whom it was designed, will find it particularly interesting reading.

The Story of Lewis Carroll. By Roger Lancelyn Green. New York: Henry Schuman, 1950. Pp. 179. \$2.00.

March-April, 1951, p. 173. For students of children's literature.

The Story of Phillis Wheatley. By Shirley Graham. Illustrated by Robert Burns. New York: Julian Messner, Inc., 1949. Pp. 176. \$2.75.

November-December, 1949, p. 150. For high school and college students.

Ted Williams. By Arthur Sampson. New York: A. S. Barnes and Company, 1950. Pp. 180. \$2.50.

November-December, 1950, p. 79. For high school.

They Made America Great. By Edna McGuire. New York: The Macmillan Company, 1950. Pp. 278. \$1.88.

January-February, 1952, p. 128. For younger children.

Thomas Alva Edison. By G. Glenwood Clark. Illustrated by Millard McGee. New York: Aladdin Books, 1950. Pp. 165. \$2.50.

Opening with the exciting episode of Edison's father's participation in the Mackenzie rebellion in Canada, the story continues with equal vividness as it unfolds incidents relating to Edison's many inventions, and culminates with the ceremonies at Greenfield Village commemorating the golden jubilee of the electric light. Interesting too was Edison's contacts with other inventors of his day: George Eastman, creator of the celluloid photographic film; George Pullman, inventor of the first railway sleeping car; Frank Jenkins, builder of the first motion picture projector; and Henry Ford. The influence of one scientific worker upon another is stressed. A very worthwhile book, written in simple and readable style, which no boy should miss. For grades four to six.

The Thread That Runs So True. By Jesse Stuart. New York: Charles Scribner's Sons, 1949. Pp. 293. \$3.00.

Autobiography of Jesse Stuart. May-June, 1950, p. 275. For senior high school students and adults.

Titans of the Soil. By Edward Jerome Dies. Chapel Hill: The University of North Carolina Press, 1949. Pp. 213. \$3.50.

January-February, 1950, p. 197. For high school and college students.

Traillblazer to Television. By Terry and Elizabeth Korn. New York: Charles Scribner's Sons, 1951. Pp. 144. \$2.50.

March-April, 1951, p. 173. For grades seven to nine, especially boys interested in science and invention.

Verdi, Force of Destiny. By Dena Humphrey. Illustrated by Hans Alexander Mueller. New York: Henry Holt and Company, 1948. Pp. 341. \$3.50.

A dramatic, well-told true story of a great musician. But more, other elements—the part Verdi played in the political affairs of Italy, a panoramic view of the restless Europe of his day, the operatic form and its creators—are skillfully woven into the biography. An exceedingly useful appendix contains stories of his operas, notes on pronunciation of Italian names, a list of Verdi's works, and a list of his recordings. An excellent book to stimulate interest in fine music. For junior and senior high school.

Vinnie Ream and Mr. Lincoln. By Freeman J. Hubbard. Illustrated with photographs. New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1949. Pp. 271. \$2.75.

Here is the story of the seventeen-year-old girl who modeled Abraham Lincoln from life at the White House and who later was commissioned by Congress to fashion the marble statue of the martyred President which stands in the rotunda of the Capitol in Washington, D. C. This excellent biography, which shows how hard work and perseverance made Vinnie Ream a great success, is exceptionally good reading fare for any teenage girl. The actual photographs add interest and authenticity. This biography of the first American sculptress is unusually interesting.

Walter Johnson, King of the Pitchers. By Roger L. Treat. Illustrated by Robert S. Robinson. New York: Julian Messner, Inc., 1948. Pp. 192. \$2.75.

October 1948, p. 78. For advanced high school students and adults.

Washington, the Nation's First Hero. By Jeanette Eaton. Illustrated by Ralph Ray. New York: William Morrow and Company, Inc., 1951. Pp. 71. \$2.00.

Here is a brief, dramatic portrayal of Washington and his times. The exciting incidents, written in simple style and spirited language and elucidated by excellent full and double page black and white illustrations, should inspire any fourth or fifth grade child.

Will Rogers, Immortal Cowboy. By Shannon Garst. Illustrated by Charles Gabriel. New York: Julian Messner, Inc., 1950. Pp. 174. \$2.75.

"I never met a man I didn't like," said Will Rogers. Certainly the life story of a man who has such all encompassing love for people, such tolerance and understanding should make wholesome reading for children. This book does just that. Stress is placed on his simplicity—how fame and fortune failed to change him, his ability to win audiences because he gave himself, the donations of his time and enormous amounts of money to charity, and his happy family relations. Cow punching on his father's ranch, competing in roping contests, and bronco busting with Wild West Shows that took him around the world are some of the more exciting adventures which are sure to please youthful readers.

William Penn, Founder and Friend. By Virginia Haviland. Illustrated by Peter Burchard. New York: Abingdon-Cokesbury Press, 1952. Pp. 128. \$1.50.

Simply written and with a dignity that we associate with William Penn himself, the story is told chiefly in straight narrative style. The account tells of his boyhood days in England, his going to prison for his beliefs, and his founding of Pennsylvania. Short sentences, large print, and many black and white drawings make it a good book for grades four and five.

The Young Brahms. By Sybil Deucher. Illustrated by Edward and Stephani Godwin. New York: E. P. Dutton and Company, Inc., 1949. Pp. 152. \$2.75.

May-June, 1950, p. 278. For grades three through five.

Young Geoffrey Chaucer. By Regina Z. Kelly. Illustrated by Warren Chappell. New York: Lothrop, Lee and Shepard Company, Inc., 1952. Pp. 170. \$3.00.

It is difficult to span time and space and give a lively account of an era long passed; yet this author has done just that. The romance, the color, and the pageantry of fourteenth century England, with its chivalry and splendor, unfold before the reader. The

great Chaucer too begins to live again as the story of his life is woven into this background; we read about his boyhood as the son of a prosperous London vintner; his student days at Oxford; his life as a page at Court; and his romance with Phillipa, whom he married. His love for books, for storytelling, and for verse making is emphasized throughout; thus it is made clear how Chaucer eventually became the world's greatest narrative poet. The king predicted well when he said to young Geoffrey, who failed miserably as a soldier, "In truth, your pen will ever be mightier than the sword." The style, language, and diction are in the spirit of the story and there is evidence of much research and a clear understanding of both the poet and the historical setting of the period. The author has indeed accomplished her purpose, "only to write the probable life of Geoffrey Chaucer, Gentleman, and to place him in a social and historical background of his time." The format is pleasing; the type used in the chapter headings and the black and white illustrations are in keeping with the text. Though intended for teenagers, this book will be enjoyed by all ages. An outstanding book.

Young Thack. By Jean Gould. Boston: Houghton, Mifflin Company, 1949. Pp. 276. \$2.75.

November-December, 1950, p. 78. For high school.

IMPORTANT NEW BOOKS

Contributors to this section are Bailey Bishop, Martin Brauns, Eve K. Clarke, Edward C.

Colin, Frances H. Ferrell, Mabel G. Hemington, Emily M. Hilsabeck, Louise M. Jacobs,

Viola M. Lynch, Charles R. Monroe, Dorothy Phipps, Charlemae Rollins, Shirley E.

Stack, Irwin J. Suloway, David Temkin, Louise L. Tyler, and Dorothy E. Willy.

FOR TEACHERS AND SUPERVISORS

Teaching Elementary Reading. By Miles A. Tinker. New York: Appleton-Century-Crofts, Inc., 1952. Pp. 66. \$3.25.

Professor Tinker has produced a relatively brief treatment of the various aspects of reading instruction in grades one through six. His non-technical approach has resulted in a good introductory volume for the teacher-in-training. In-service teachers looking for specific assistance and ideas will find it useful mainly as a guide to such books as those by Gray, Dolch, McKee, Betts, and others who treat particular problems in detail. On points of dispute, such as the best time at which to begin phonetic analysis, Tinker is careful to give dissenting opinions as well as the consensus.

I. J. S.

Psychology in the Service of the School. By M. F. Cleugh. New York: Philosophical Library, Inc., 1951. Pp. 183. \$3.75.

This refreshingly written book should be of value to teachers and school administrators in assisting them to understand the role of the school psychologist and their relationships with him as well as understanding the everyday behavior difficulties of the children they teach and supervise. This volume is written in a frank, clear, and non-technical style.

D. T.

Better English, Grade Seven. By Max J. Herzberg, Florence C. Guild, and J. N. Hook. Boston: Ginn and Company, 1952. Pp. 400. \$2.28. Workbook, 88 cents.

The first of a new series by a genuinely distinguished group of writers in the field. Two-thirds of the book is devoted to meaningful language arts activities. Special skills involved in the units are developed inductively and formulated into usage guides, each of which is rein-

forced by practice activities and mystery exercises. The mildly functional treatment of grammar comprising the last third of the volume might have been more effective if integrated with the earlier activities rather than treated as "skill and drill" material. Line-drawings are numerous, appealing, and frequently effective. The teacher's manual will be especially helpful because of its hints regarding motivation. A workbook provides additional exercises similar to those in the text.

I. J. S.

The Macmillan Readers. By Arthur I. Gates *et al.* *Sharing Adventures*, Book IV; *The World I Know*, Book V; *All Around Me*, Book VI; *Here and Everywhere*, Book VII; and *Tales for Today*, Book VIII. New York: The Macmillan Company, 1951. Pp. 376, 440, 440, 472, and 472 respectively. \$2.00, \$2.16, \$2.16, \$2.32, and \$2.32 respectively.

In this new series of selections to be read for appreciation, teachers will find a careful collection of stories, poems, and essays grouped by units. Although some of these unit centers are repeated in the different volumes, they are usually placed on the levels at which they coincide with what we know about children's interest patterns.

Self-contained excerpts from children's books form a large percentage of the fiction in each volume; their use as stimuli for out-of-class reading is immediately apparent. Despite this emphasis on recent materials, the books contain a number of myths and folk tales. This reviewer questions the choice of re-tellings in some instances—notably Hawthorne's somewhat starchy version of Pegasus and Bellerophon—but the stories themselves seem to be wisely selected.

The authors have been careful to include a number of narrative and humorous poems without entirely neg-

lecting lyric and inspirational poetry. Some of the lyrics acquire additional appeal for the reader because of their placement in units appropriate to them but not usually connected with them. "Velvet Shoes," for example, is in a unit on sports. The biographical excerpts and the brief essays dealing with science and social studies increase the developmental values of the series without losing sight of the major emphasis on reading for appreciation.

Illustrations, while obvious and hardly imaginative, are numerous, pleasant, and colorful. The tendency of some of them to have interesting parts run right into the binding can be considered a shortcoming especially in the volumes for the lower grades. Type-size, binding, and other technical aspects are all well handled. Each volume contains a short "dictionary" of terms likely to be new to readers. Books seven and eight also provide annotated bibliographies for supplementary reading on each unit topic.

I. J. S.

Intergroup Relations in Teacher Education. By Lloyd Allen Cook, Washington, D. C.: American Council on Education, 1951. Pp. 271. \$3.75.

This is the second volume of a two volume report. The first volume, *College Programs in Intergroup Relations*, was an account by twenty-four college committees of studies, activities, and projects in this area; the second volume is the final report on the four-year project. There are three ideas in this volume which can be emphasized. The first is that many of the studies already done in the area of intergroup education have been inadequate scientifically and need to be redone. The second idea is the great emphasis which is given to the value of "group process education" for bringing about attitudinal changes in contrast to "academic education" for bringing about attitudinal changes. The third is the value of action research for bringing about changes in communities. Action research now is contrasted to status research, which is traditional study making, and is being advocated by some educators as being necessary if research findings are to be most effectively used.

For any individual who is interested in the field of intergroup relations, these two volumes are indispensable. They are valuable sources of information as to what colleges over the country are doing in this area.

L. L. T.

Elementary Science Education in American Public Schools. By Harrington Wells. New York: McGraw-Hill Book Company, 1951. Pp. 333. \$3.75.

Intended as both a textbook for college classes in elementary science education and as an aid to teachers in service, this book should be of real value. The first 241 pages are devoted to Theory and Practice which not only develop an educational philosophy but suggest practical means of carrying out a science program in the ordinary classroom. The second part, Resources Aids, should be very helpful to beginning teachers with its many suggestions of what to get and where to get it.

D. P.

Human Relations in Curriculum Change. By Kenneth D. Benne and Bozidar Muntyan. New York: Dryden Press, 1951. Pp. 363. \$2.90.

This is a volume of selected readings with special emphasis on group development. It is mainly concerned with presenting a theory which is basic to effective group procedures and suggesting ways and means of implementing this theory. It is a valuable source of some promising ideas on the technology of bringing about change. There are many stimulating ideas presented about how a chairman of a committee should operate, how an evaluator can help a committee to improve their functioning, etcetera.

It is possible that a reader of this volume may be led to believe that all that is necessary for curriculum change is to have individuals learn *how* to work with each other; consequently it is necessary to point out that another important aspect of curriculum change is *what* the curriculum should be. This volume, however, gives no attention to this other important aspect of the problem.

L. L. T.

America—Land of Freedom. By Gertrude Hamman. Chicago: D. C. Heath and Company, 1952. Pp. 720. \$3.60.

Among the features of this book which merit honorable mention are the primary emphasis placed upon social history, the beautifully illustrated time line at the end of each unit which facilitates the teaching of the concepts, and the abundance of colorful and well chosen visual aids. The "Books to Read" contains general reference to fiction, biography, and travel, the reading of which may be a source of wholesome leisure.

F. H. F.

A Concise Dictionary of English Idioms. By William Freeman. New York: Thomas Y. Crowell Company, 1951. Pp. 300. \$2.95.

If you want to test your understanding of the colloquial phrases you have been using so glibly, this practical guide of the most-used idioms in the English language will be very helpful. Or if you are teaching English to foreigners, they will be eternally grateful to you for giving them a source to which they can turn when they become entangled in that most difficult English verbiage—the idiom. Even though you are the least interested in the syntax of idioms, you will be fascinated by their origins and history. Test your knowledge of "tell it to the Marines" or "time immemorial." Get this dictionary for your personal library and turn to it for information and fun.

L. M. J.

The Military Genius of Abraham Lincoln. By Brigadier-General Colin R. Ballard. Cleveland: The World Publishing Company, 1952. Pp. 246. \$5.00.

This reprint of a book published originally about twenty-five years ago by a British general seeks to provide an expert's answer to the highly disputed question of Lincoln's role as a military commander during the Civil War. At a time when no General Staff existed, Lincoln served as a Chief of Staff in planning over-all military strategy. The author concludes that Lincoln, despite many errors in his military decisions, was a thoroughly competent military strategist, ranking with the great leaders, like Napoleon. His master strokes of strategy were three: the naval blockade of the South; the selection of General Grant, and the persistent pursuit of the enemy on all fronts simultaneously. This essay so favorable to Lincoln, based largely on a study of secondary sources, provides a complete brief history of the military campaigns of the war.

C. R. M.

Essentials of Industrial Education. By Arthur Mays. New York: McGraw-Hill Book Company, Inc. 1952. Pp. 248. \$3.75.

Professor Mays, in his usual comprehensive but concise manner, has covered every phase of industrial education from formal apprenticeships to home-study courses. Although the text is designed primarily for the preparation of teachers of vocational-industrial education and industrial arts, it contains background material which appears indispensable to the guidance counselor or any individual working closely with young people. Very readable in its presentation, it could be read with profit by anyone seeking an overview of the development and present status of industrial education.

M. B.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

A Textbook of Evolution. By Edward O. Dodson. Philadelphia: W. B. Saunders Company, 1952. Pp. 19. \$5.00.

This book ranges widely from a discussion of the origin of life, through the phylogeny of plants and animals, the classical evidences of the fact of evolution, and the contributions of modern genetics to the theories that attempt to explain the process of evolution. It is designed for college undergraduates who preferably have had a course in genetics. Many interesting facts are closely presented and analyzed without bias. On controversial questions the reader is left to form his own opinions. E. C. C.

With This Ring. By Ellsworth Newcomb. Jacket design by Woodi Ishmael. New York: E. P. Dutton and Company, Inc., 1951. Pp. 183. \$2.50.

Joan Andrews, art student, was happily engaged to Midshipman Bill Ambler. However, her movie-actress friend, Brooke Blaine, introduces discord between them by insisting that Bill is unsympathetic toward Joan's ambition to become an artist. A quarrel ensues and Joan seeks to forget by becoming friendly with a young reporter, Carter Ryan. But eventually Bill and Joan are reconciled and married on Bill's graduation day, according to an old Annapolis custom. Although the story is smoothly told, the characters realistic, and military background authentic, there is nothing outstanding as to plot, diction, or style. Of upper high school level. E. M. H.

The Kid Who Batted 1,000. By Bob Allison and Frank Ernest Hill. Illustrated by Paul Galdone. New York: Doubleday and Company, Inc., 1951. Pp. 238. \$2.50.

Pretzels Litzenberg was sent on a scouting expedition to find a new pitcher for the Chicks Baseball Team. In desperation he returned to the team's headquarters with a seventeen-year-old boy from Oklahoma. His name was Dave King and he boasted that he could hit any ball thrown him. Dave's pet rooster, who went along as a mascot, crowed every time the Chicks made a home-run; Dave's hitting won him the title, Foul Ball King; Pretzels, Popoff Pendergast, manager of the Chicks, and Zeke Chickering, club owner, were alternately in despair or jubilation over Dave's performances. These and other facets make this a hilarious story which will be enjoyed by juvenile and adult fans, and non-fans. For age twelve and up. E. M. H.

Inside Tackle. By Joe Archibald. Philadelphia: Macrae Smith Company, 1951. Pp. 208. \$2.50.

The sudden death of Deacon Webb, idolized coach of Willard University football squad, so undermined the team's morale it seemed it would never again win. The story centers around the squad's adversities under the much-disliked Matt Lowe, the Deacon's successor; also around the part played by Vince Hadley, captain of the team, who helped the players to win back their morale and thus achieve a physical victory as well. Readers who are familiar with football technicalities will enjoy all the facets of the novel, whereas those who are not familiar with them will be greatly limited as to enjoyment. For ages twelve to sixteen. E. M. H.

My Love Is a Gypsy. By Neta Lohnes Frazier. New York: Longmans, Green and Company, 1952. Pp. 183. \$2.50.

Linda's plans for an adventurous summer traveling in a trailer are balked when her father and mother go to South America. Then she loses a check left by her

parents, and is forced to open and run a fruit-stand to meet the family expenses. The help and friendship of a neighborhood boy give her an understanding of what "love" means. Together they find adventure at home, exploring the country around Spokane. A healthy, satisfying story of work, comradeship, and young love.

E. K. C.

Don't Cry, Little Girl. By Janet Lambert. New York: E. P. Dutton and Company, 1952. Pp. 191. \$2.50.

Another chapter in the life story of Tippy Parrish. She becomes engaged to Ken Prescott, a young lieutenant, just before he leaves for Korea. Life seems endless waiting, filled in with learning to cook and sew, going to school (very much side-line here), and dating at West Point. Then comes the news of Ken's death. The book is drenched in sickly sentimentality, reminiscent of the "slicks" in the popular women's magazines. The family and situations are so idealized and romanticized that the story offers little value to adolescents who need to adjust to wholesome reality. Books like this are not good diet for teenagers. E. K. C.

Lucky Miss Spaulding. By Eleanor Arnett Nash. New York: Julian Messner, Inc., 1952. Pp. 182. \$2.50.

Caroline Spaulding lived in a suburb of New York and worked in a drab little dress shop, but she dreamed of a career in a fashionable establishment in the city. Although Caroline gets ahead a little too easily and also recovers a little too quickly from her infatuation with a ne'er-do-well suitor, she does manage to work out her emotional problems in a thoroughly sensible manner which will satisfy and appeal to many teenage girls. In addition, the book gives an interesting account of a little-known side of the fashion business and may help some girl settle on a satisfactory career. C. R.

A Cap for Corinne. By Zillah K. MacDonald. New York: Julian Messner, Inc., 1952. Pp. 184. \$2.50.

This is one of the novels in a series of career romances for young moderns. Most of the books in the series are excellent; not only popular as recreational reading, but as offering stimulating information on various careers and stressing many developmental values. This one is a disappointment because the author has tried to include too much in one story. The result is a loosely constructed plot with too many unconvincing solutions and weak characters. C. R.

Wrong-Way Rookie. By Richard Wayne. Philadelphia: Macrae Smith Company, 1952. Pp. 189. \$2.50.

Inexperienced and over-confident, Willie Watson, a nineteen-year-old farm boy, gets a chance to play baseball in a Class "D" Team. He does everything the wrong way which earns him the nickname "Wrong-way Willie" and causes him to be dismissed from several teams. In addition to the "burning desire" to play in the Major League, Willie also has the unusual ability to "take it on the chin" when he is jeered and insulted by both his teammates and the fans. Boys in grades seven to nine will enjoy the hilarious humor of all Willie's ridiculous situations and will be thrilled at the way he earns the respect of everyone to become a hero in the big league. This is a sport story with a little different slant on the hero and a great deal of wholesome humor. C. R.

FOR YOUNGER CHILDREN

The Night Before Christmas. By Clement C. Moore. Illustrated by Hilda Meloche and Wilma Kane. Racine: Whitman Publishing Company, 15 cents.

A large, attractive, paper-bound edition of the old lovely Christmas poem. The big full-page pictures are full of gay Christmas colors, a very jolly Santa Claus, and enticing toys. B. B.

Railroad Cowboy. By Catherine Wooley. Illustrated by Iris Beatty Johnson. New York: William Morrow and Company, Inc., 1951. Pp. 160. \$2.00.

David, a young railroad "fan," has a number of fascinating experiences with trains, one of which is the prevention of a freight train wreck and a resultant ride in an engine cab. This story will please ten-year-olds who enjoy trains. D. E. W.

Patrick and the Golden Slippers. By Katherine Milhous. New York: Charles Scribner's Sons, 1951. Unp. \$2.00.

This story describes the annual Mummers' Parade held in Philadelphia on New Year's Day through the human interest story centering around Patrick. A delightful story with beautiful illustrations. For grades three to five. L. M. J.

Bedtime Tales. Edited by Hazel Packard. Illustrated by Corinne Malvern. New York: Simon and Schuster, Inc., 1951. Pp. 192. \$1.50.

This book contains an excellent selection of stories; most are folktales, but there is also a representative number of more recent stories by such favorites as Elizabeth Orton Jones, Lucy Sprague Mitchell, Emma Brock, and others. The illustrations are colorful and exciting. The binding, however, is not durable. A Big Golden Book. For grades three and four. L. M. J.

Animal Tools. Written and illustrated by George F. Mason. New York: William Morrow and Company, Inc., 1951. Pp. 94. \$2.00.

Those readers who are familiar with the books *Animal Homes*, *Animal Sounds*, and *Animal Tracks* will welcome this latest addition to the series. *Animal Tools* is a fascinating description of nature's provision for self defense and the accomplishment of work necessary to the life of members of the animal kingdom. Among the many animals discussed are the varying lemming which live near the North Pole and whose front feet change in winter from a type adapted for digging tunnels underground to those which can dig in snow; tropical ants which use the baby ants as sewing machines; the bittorn with its "cleansing powder," "shampoo powder," and combs. With its black and white illustrations, this book is of interest to nature lovers from the middle grades up. D. P.

Little Golden Books. New York: Simon and Schuster, Inc., 1950. 25 cents each.

The Cat Who Went to Sea. By Kathryn and Byron Jackson. Illustrated by Aurelius Battaglia. Pp. 128.

This is another of the comic type. It contains five new, original, and funny stories about the popular subjects of cats and kittens. The stories are aimed for the young reader who needs a lot of interesting material to make him want to read and who has a limited vocabulary. The stories and illustrations may not add to the child's literary taste but probably would appeal because of the funny doings of the cats. The bindings and margins leave much to be desired.

The Merry Piper. Seventy Favorite Poems for Children. Pictures by Harlow Rockwell. Pp. 128.

A delightful collection of poems. Some of the old favorites plus many not found in the usual anthology are included in this popular size and price collection.

Horse Stories. By Jack Becholdt. Illustrated by Cornelius DeWitt. Pp. 126.

To the young reader who loves horses this book will have special appeal. All the elements of suspense, excitement, and human interest are to be found in these horse stories. The illustrations are attractive. V. L.

Golden Hamsters. By Herbert S. Zim. Illustrated by Herschel Wartik. New York: William Morrow and Company, 1951. Pp. 64. \$2.00.

Because hamsters are inexpensive, clean, and easy to raise, they make excellent classroom and household pets. This picture science book for children contains many suggestions on the breeding, handling, and feeding of these animals and contains information, too, regarding the necessity for control of the animal in this country. Adults, as well as children, will enjoy the black and white illustrations and the straight-forward text in the latest science book by Herbert Zim. S. E. S.

Jeanne-Marie Counts Her Sheep. By Francoise. New York: Charles Scribner's Sons, 1951. Unp. \$2.00.

Gay illustrations add charm to this story about Jeanne-Marie who plans what she will do when her pet sheep has, perhaps, ten lambs. Alas, the sheep has only one tiny lamb, so most of Jeanne-Marie's dreams do not come true. In spite of the disappointment, the story ends in a pleasant mood. M. G. H.

Bugs Bunny's Book. By Warner Brothers Cartoon Inc. Stories told by Annie North Bedford. Pictures adapted by Jack Bradbury and Campbell Grant. New York: Simon and Schuster, Inc., 1951. Pp. 56. \$1.50.

This volume, done in comic book fashion, is not good literature in any sense of the word. If the book is on a small part of a youngster's well-rounded reading program, little harm is done, but if this meager reading constitutes a youngster's total experience with books, it is unfortunate indeed. S. E. S.

Alice in Wonderland. By Jane Werner. Pictures by Walt Disney Studio. Adapted by Campbell Grant from the Motion Picture "Alice in Wonderland." New York: Simon and Schuster, Inc., 1951. Pp. 28. 25 cents.

This is the most recent Little Golden Book adapted from a Walt Disney motion picture. Whether it is well to give children a part of the motion picture version of this well-known classic is questionable. S. E. S.

Two Little Gardeners. By Margaret Wise Brown and Edith Thacher Hurd. Illustrated by Gertrude Elliott. New York: Simon and Schuster, Inc., 1951. Pp. 28. 25 cents.

Two little gardeners plant some seeds, care for them until harvest, and then enjoy the benefits of their hard work. Children will be impressed with the effort required to raise vegetables. S. E. S.

Pantaloone. By Kathryn Jackson. Illustrated by Léonard Weisgard. New York: Simon and Schuster, Inc., 1951. Pp. 28. 25 cents.

This is an imaginative tale of a dog who, proving that he wouldn't eat more than he'd bake, becomes a full-fledged helper of a baker. S. E. S.

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EDUCATIONAL CONFERENCES AND CONVENTIONS

June 29-July 4: Department of Audio-Visual Instruction, NEA, Detroit, Michigan.

June 30: NEA Department of Elementary-School Principals, Detroit, Michigan.

June 30: NEA Department of Classroom Teachers, Detroit, Michigan.

June 30-July 5: National Education Association, Detroit, Michigan.

July 7-18: Classroom Teachers Ninth National Conference, NEA Department of Classroom Teachers, Michigan State Normal College, Ypsilanti, Michigan.

August 2-5: Joint National Audio-Visual Conventions, Hotel Sherman, Chicago.

August 4-16: Summer Workshop in Latin, De Paul University, Chicago, Illinois.

September 8-12: Illuminating Engineering Society, National Technical Conference, Chicago, Illinois.

October 12-15: National Conference of County and Rural Area Superintendents, New York City.

October 20-23: Adult Education Association of the United States, NEA, East Lansing, Michigan.

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